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ABSTRACT

The manual for English pronunciation instruction is designed for use in intensive language courses for Southeast Asians learning English as a Second Language. An introductory section suggests classroom presentation and lesson planning techniques and gives background information on English phonology and pronunciation instruction. A variety of exercises are described, including presentation of minimal pairs, listening discrimination activities, naming of sounds, minimal sentence drills, repetition drills, context drills, a sound-spelling association game, student-generated word lists, a visual identification drill, and phrase and sentence drills. In this section, issues in error correction are also discussed. Nineteen classroom lessons follow, each focusing on a single phoneme contrast. Each lesson consists of a number of pronunciation exercises. Notes to the teacher at the beginning of each lesson point out phonological patterns specific to Vietnamese, Lao, and Khmer that may interfere with the learning of English pronunciation. (MSE)

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ENGLISH PRONUNCIATION LESSONS: A TEACHER'S RESOURCE MANUAL

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ENGLISH PRONUNCIATION LESSONS:

A TEACHER'S RESOURCE MANUAL

A Project of

SOUTHEAST ASIA REGIONAL SERVICE CENTER

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METRO MANILA, PHILIPPINES

In Cooperation With

INTERNATIONAL CATHOLIC MIGRATION COMMISSION

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A. INTRODUCTION

Communicating orally in a second language involves knowledge of at least three elements of that language: vocabulary (lexicon), grammar (syntax), and pronunciation (phonology). Without a minimal competence in all three of these areas, communication cannot even be attempted. An extensive vocabulary and/or impeccable grammar cannot compensate for incomprehensible pronunciation.

Southeast Asians, whether educated or uneducated, have particular difficulty with English pronunciation. This is due to the relatively large number of consonant sounds and clusters in English, and the general lack of them in many of the Southeast Asian languages. For this reason, this English pronunciation manual, which treats consonant sounds and clusters exclusively, was developed. The lessons included in the manual have been designed to accompany the regional curriculum in order to make the lessons as relevant and meaningful as possible for both the Southeast Asian refugee students and their teachers throughout the region. For each of the nineteen competency topics (or "chunks") of the curriculum, there is a corresponding pronunciation lesson which employs the vocabulary and structures from that particular competency topic.

Intended as a resource for use by teachers, the pronunciation manual contains detailed instructions (see the following section) for the presentation of each type exercise, as well as background notes for the teacher which appear on yellow paper at the beginning of each lesson. In addition, cassette tapes for each lesson are available to help teachers prepare lessons, as well as to give students practice in a language laboratory setting.

Each of the nineteen pronunciation lessons follows a similar, if not identical, format for the convenience of both teachers and students. Teachers and students quickly become comfortable and confident once familiar with the format and procedures. Yet, there is also flexibility; the number of exercises offered in each lesson allows the teacher to "pick and choose" in order to add variety and additional practice into each lesson.

Integrating the pronunciation lesson into the daily lesson plan is also a decision the teacher must make. Most experienced ESL teachers follow the practice of limiting pronunciation practice to 20-30 minutes a day. They feel that to spend more time than that on pronunciation is not only boring, but also frustrating for the students. Pronunciation practice requires intense listening and facial muscle manipulation, which can be quite draining as well. Given the length of each lesson, it may be a good idea to do the first half of the lesson (i.e., the minimal pair exercises) one day, and then finish up the lesson the following day. This is especially effective if two days are normally spent on each competency topic; by the second day the students are already familiar with the vocabulary and structures of the competency topic, and those words and structures are used in the exercises in the second half of each pronunciation lesson.

This pronunciation manual is intended for general use (levels B-E) by all the intensive ESL programs in the region. However, it may be useful to note that the curriculum of the intensive ESL program at the PRPC (Morong, Bataan) was used as a basis for the development of the manual. The help and cooperation of the ICMC staff at Bataan made the development, writing, and field-testing of this manual possible. Many thanks to all concerned.

B. INSTRUCTIONS FOR PRESENTING THE LESSONS AND EXERCISES

Each of the nineteen lessons contained in this manual consists of a series of exercises that generally adhere to the following format:

- The first half of each lesson normally consists of minimal pair* exercises which introduce the sound contrast to be focused on in the lesson. These exercises adhere to the principle of "listening before speaking," i.e., in order to be able to produce a sound, you must be able to hear it. The majority of these exercises are devoted to listening discrimination rather than production.

- Following the minimal pair exercises (all marked with an asterisk*) are similar types of exercises which employ words from the curriculum rather than minimal pairs. These exercises will prove the most meaningful and useful to the students since the sounds being taught are practiced in the context of the language they are learning. Again, these exercises follow the "listening before speaking" principle, but the major emphasis this time is on production.

- At the end of each lesson are exercises that focus on the practice of stress, intonation, and rhythm within the context of phrases and sentences that have already been practiced (in the competency topic of the day). Although an effort has been made to include in these exercises words with the sounds of the particular lesson, this is not always possible.

Thus, each lesson can be described as having minimal pair listening and production exercises (with an emphasis on listening), followed by curriculum-based listening and production exercises (with an emphasis on production). This cycling of exercises within each lesson is quite in keeping with the principles of competency-based teaching, and therefore, the curriculum.

To further aid the teacher in presenting and practicing each of the exercises the way they were intended to be used, detailed instructions (with examples) for each type of exercise follow.

*A minimal pair consists of two words which differ by a single sound. For example, pat and fat are a minimal pair.

Presentation of Minimal Sounds

This exercise introduces the sounds to be learned in the lesson. It usually consists of a single minimal pair; however, if both initial and final position are to be practiced, two minimal pairs will appear. The teacher models the minimal pair(s) several times, speaking clearly and evenly.

An effort has been made to provide a minimal pair that is in some way "picturable," so the teacher can hold up visuals as the minimal pairs are modeled. In the case that the pair is not "picturable," the teacher may write the letters representing the sounds (and/or the words) on the board, and point to them when modeling the words with that sound.

- Example (from Lesson Two)

  - Teacher sees:

	/p/	/t/	/k/
initial	pan	tan	can
final	map	mat	Mac

  - Teachers says: "Today we are going to practice the sounds /p/, /t/, and /k/."

    (As the sounds are produced, the teacher points to the letters representing the sounds, which are written on the board.)

    "Please listen. Pan. Tan. Can."

    (The teacher pronounces the words clearly and distinctly, without too much exaggeration or elongation and points to the appropriate letters as each word is said. This process is repeated several times.)

    "Please listen. Map. Mat. Mac."

    (The teacher clearly produces the final sounds, holding up appropriate visuals with each word. This process is repeated several times.)

Same-Different

This is a listening discrimination exercise in which the teacher reads a pair of words and students indicate whether the words of the pair are the same or different.

- Example (from Lesson Two)

  - Teacher sees:

pan	can	(Answer: Different)
tan	can	(Answer: Different)
pan	pan	(Answer: Same)
...etc.	...etc.	

  - Teacher says: "I will say two words. I want you to tell me if they are the same or different. For example, 'pan' - 'can'. These two words are different." (Teacher continues.)

As indicated above, modeling the first two items (or more, if necessary) as an example is a desirable practice. This way, a teacher can check to see if students have understood the instructions before continuing.

The teacher continues the exercise, pronouncing the words clearly and evenly. Too much exaggeration and/or a change in tone and intonation will confuse the students. Students should respond as a group, saying "same" or "different." To check individual pronunciation, the teacher should re-do the exercise, calling randomly on individual students to respond to one or two items at a time.

- Suggested Variations:

  - Instead of having students repond with "Same" or "Different," they can respond with "Yes" (same) or "No" (different).

  - This exercise can be done individually in writing by having students record "S" or "D" on a piece of paper. The exercise can then be corrected as a group, with the teacher repeating the words and writing the answers on the board. Let the students correct their own papers so they can see their own mistakes.

Which One is Different?

This is another listening discrimination exercise which is a variation of "Same-Different." In this exercise, the teacher says three words, two of which are the same. Students must identify the word which is different.

- Example

  - Teacher sees:

#1	#2	#3	
pan	pan	tan	(Answer: 3)
tan	can	tan	(Answer: 2)
Ken	Ken	pen	(" : 3)
etc.	etc.	etc.	

  - Teacher says: "I will say three words. Tell me which one is different — the first one (number 1), the second one (number 2), or the third one (number 3). For example, pan, pan, tan."

    (The teacher should write the numbers far apart on the board and point to the appropriate numbers as each word of the example is said.)

    "Which one is different? Number 3 —Right!"

The teacher continues the exercise with the class responding as a group. To check individual pronunciation, re-do the exercise (or part of it), calling randomly on individual students to respond to one or two items at a time.

- Suggested Variations:

  - Instead of responding orally, students can answer by pointing to the appropriate number on the board.

  - Instead of responding orally, students can answer by holding up one, two, or three fingers.

Name the Sound

This exercise also tests listening discrimination. In this exercise, the teacher pronounces individual words and the student must identify the particular sound. This exercise uses minimal pair words as well as some words taken from the competency topic of the curriculum.

- Example (from Lesson Two)

  - Teacher sees: #1 - /p/ #2 - /t/ #3 - /k/

    map (Answer: 1)
    ache (Answer: 3)
    speak (Answer: 3)
    etc.

  - Teacher says: "I will say one word. Tell me if you hear /p/, /t/, or /k/."

    (The teacher should write the numbers and corresponding letter-sounds on the board and point to the appropriate sound while introducing the example.)

    "For example, map. The answer is...#1. Right!"

The teacher continues the exercise, pronouncing each word clearly and evenly, as the students respond as a group. To check individual pronunciation, call randomly on individual students.

- Suggested Variations:

  - Instead of responding orally, students may answer by pointing to the appropriate number or sound on the board.

  - Students may also respond by holding up one, two, or three fingers.

  - This exercise may be done individually in writing, by having students record the appropriate number on a piece of paper. Correct the exercise as a class, the teacher repeating the words and recording the answers on the board. Let students correct their own papers so they can see their own mistakes.

Minimal Sentence Drill

This is a listening discrimination exercise for lower level students. It is the same as the "Same-Different" exercise except that the minimal pair words are in the context of a sentence.

- Example (from Lesson Four)

  - Teacher sees: He gave me a kit. He gave me a kiss. (Answer: Different)

    He gave me a kiss. He gave me a kiss. (Answer: Same)

  - Teacher says: "I will say two sentences. Tell me if they are the same or different."

The teacher then continues in the same manner as for a "Same-Different" exercise (see previous directions).

Note: If students are not generally successful with this (or previous) listening discrimination exercise(s), or the lesson has at this point lasted 20-30 minutes, the teacher should now discontinue the lesson. The lesson should be continued the following day, starting with a repetition of one of the preceding listening discrimination exercises.

Repetition Drill

This is a production exercise to be done only if students are generally successful at listening discrimination. If they are not, spend more time on listening discrimination by re-doing variations of the preceding exercises.

- Example (from Lesson Two)

  - Teacher sees:

	/p/	/t/	/k/
initial	pan pen	tan ten	can Ken
final	map ape	mat eight	Mac ache

  - Teacher says: "I will say a word. Please listen carefully and repeat. Pan. (Students repeat.) Pen. (Students repeat.) Tan. (Students repeat.)." etc.

The teacher should point to the appropriate letter-sound or word (e.g., /p/ or pan) written on the board, as each word is modeled. Starting with the initial sounds, the teacher models the words with /p/, then those with /t/, then those with /k/. Then the teacher continues by going across the columns. The process is then repeated for the final sounds.

Context Drill

This is a listening discrimination exercise for upper level students. (This drill can also serve as a production exercise.) It combines listening with meaning. The teacher introduces the sentences and makes sure that the students understand them. Only if the meaning is clear do the required answers make sense. Students show that they have heard the right sentence by giving the appropriate answer, which the teacher has taught to them (and practiced).

- Example (from Lesson Four)

  - Teacher sees: Where's your bus? (Answer: Over there.)
    Where's your butt? (Answer: Here.)

  - Teacher says: "This is a fun exercise. Listen. Where's your bus? Do you understand that? (If students do not, teacher explains, shows a picture, or has another student explain.) When I say, 'Where's your bus?', you say, 'Over there.' (Teacher points somewhere in the distance.)

    (The teacher then practices by saying the sentence several times and having students respond.)

    "Good. Listen again. Where's your butt? Do you understand? (Teacher should explain that butt is a familiar word for the backside and point to that part of the anatomy.) When I say, 'Where's your butt?, you point to it and say, 'There.'"

    (The teacher then practices by saying the sentence several times and having the students respond.)

The teacher continues the exercise by saying the sentences randomly and asking individual students to respond. If the student responds with an inappropriate answer, repeat the sentence. In order that the students focus on comprehension, do not alternate the sentences in a regular pattern.

- Suggested Variation:

  - If the students are successful with this exercise (i.e., they consistently give the correct response), the teacher may make this into a production exercise by reversing the cues. That is, now have the students give the minimal sentence; the teacher gives the correct response according to what the student says. This is a good check on students' production of the sounds; it forces students to the realization that incorrect pronunciation can convey a different meaning.

Presentation of Competency Words

This is a listening exercise that introduces the sounds previously practiced within the context of words taken from the curriculum or particular competency topic. Students listen only while the teacher models the words in a clear, even tone.

- Example (from Lesson Two)

  - Teacher sees:

/p/	/t/	/k/
shop	shirt	black
top	hat	like
type	white	take
etc.	etc.	etc.

- Teacher says: "Listen to these words."

Beginning with the first column, the teacher models each word clearly, pointing to the letter-sound /p/ on the board. If so desired, the teacher may write the first word of the list on the board. However, since this is a listening exercise (not a reading exercise), it is not necessary to write all the words on the board. The teacher reads down the column, and pauses before starting on the next column. The teacher should remember to point to the appropriate letter-sound on the board to indicate to the students which sound they should be listening for. Do not read across the columns, since this is not a minimal pair exercise.

Listening Identification

This is another listening discrimination exercise; it contains words from the curriculum just presented. Students are given three words and must identify the word with a particular sound.

- Example (from Lesson Two)

- Teacher sees:

#1	#2	#3	
book	black	type	(Answer:3)
white	shirt	stop	(" :3)
eight	slip	hat	(" :2)
etc.	etc.	etc.	

- Teacher says: "I will say three words. Tell me which word ends in the /p/ sound, number 1, number 2, or number 3. For example, book, black, type. The answer is number 3."

The teacher points to the appropriate number written on the board as the exercise is explained. After giving the example, the teacher continues and the students respond as a group by saying one, two, or three. To check individual listening discrimination, repeat the exercise calling randomly on individual students.

- Suggested Variations: (see variations for the "Name the Sound" exercise)

Card Game

This is an exercise that associates certain sounds with spellings. It only appears in a few lessons (e.g., Lesson One). Follow the directions given in the lesson where it appears.

Student-Generated Word List

This is an exercise that encourages students to recall and build their vocabulary while focusing on pronunciation of the vocabulary words.

- Example

- Teacher sees: (See instructions in lessons)

- Teacher says: "What words end with /s/? For example, this, bus. Do you know more?"

The teacher writes the examples and the words elicited from the students on the board, making sure that all of the students understand the meanings of the words.

"What words end in /z/? For example, these, is. Do you know more?"

The teacher repeats the process described above, recording the words in a separate column on the board. After the students have given about ten words for each sound, and the meanings of the words are understood, the teacher should do a repetition drill. Keep in mind that asking for words with specific final sounds may be quite difficult for the students, since many Southeast Asians do not hear final consonants. The teacher should be prepared to help the students a little, or to stop the exercise if it is too difficult.

- Suggested Variation:

  - Have the students work in pairs or small groups to generate their own lists. The teacher or students can put the words on the board.

Visual Identification Drill

This is a production exercise that practices vocabulary from the curriculum while focusing on pronunciation. The teacher holds up a visual and the students must identify it (using correct pronunciation).

- Example (from Lesson Two)

  - Teacher sees: Visuals of: hat
    black
    shop
    suit
    etc.

  - Teacher says: "Let's look at these pictures. For example, What's this? (Teacher holds up visual of a hat.) "Hat. That's right."

The teacher continues, holding up different visuals (the order is not important) and calling randomly on individual students to identify it. The teacher should repeat the word after the student. Make sure all of the students can see the visual. If a particular visual is somewhat abstract, be sure to tell the students what it is beforehand. Remember that the focus of this exercise is correct, clear pronunciation of familiar, necessary vocabulary.

Phrase and Sentence Drills

This is a production exercise that shifts the focus from the correct pronunciation of individual sounds and words to the practice of rhythm, intonation, and stress. The drills consist of structures and phrases taught

and used in the particular competency topic. In this exercise, teachers rhythmically model the phrases on sentences using the syllable "da," and students repeat. This is a fun exercise; students enjoy it. Encourage them to have fun with this one while learning.

- Example (from Lesson Two)

  - Teacher sees: (a) da da - da DA
    a pair of PANTS

  - Teacher says: "Now we will practice sentences. Please listen. da da-da DA. da da-da DA. A pair of PANTS. A pair of PANTS. Now repeat. da da-da DA. (Students repeat the syllable da, following the teacher's rhythm.) A pair of PANTS. (Students repea' the phrase after the teacher, using the rhythm that was introduced by the syllable da.)

The teacher continues the exercise, introducing each new rhythm pattern with the syllable da. Although the intended rhythm, stress, and intonation is quite apparent on the cassette tape, it may not always be available to the teacher. Therefore, these drills have been written in special notation which is explained below.

- If the number of syllables, or rhythmic pattern changes, it will always be introduced with the syllable da.
- The syllable which receives the strongest (loudest) stress of the phrase or sentence always appears in capital letters (e.g., a pair of PANTS).
- Syllables are always separated by a hypen (e.g., de-PART-ment).
- Liaison between words is marked by a connecting line (e.g., I need a...).
- The letters which represent sounds practiced in the preceding exercises or lessons are underlined (e.g., a pair of PANTS). This indicates that it is a pronunciation point to be corrected by the teacher if the student mispronounces it.
- All phrases and sentences have falling (normal) intonation patterns, unless otherwise marked (e.g., Do you take CHECKS? (rising)).

- Suggested Variation:

  Instead of using the syllable da, or in addition to it, the teacher may wish to tap out the rhythm with a pen on the desk. The teacher may wish to ask the students to do this, too.

C. A NOTE ON CORRECTION

Correction is an essential part of both teaching and learning. Knowing when and how much to correct is very important. Too much and inappropriate correction can both discourage and confuse students, while too little correction does not foster learning.

Correcting pronunciation is a particularly difficult thing to do since all adult learners of a second language will make pronunciation errors. It is up to the teacher to decide when to correct pronunciation and which particular sounds to correct.

Since each lesson of this manual concentrates on particular sound contrasts, it is a good idea to correct only those sounds being presented and practiced at a given time. However, if a student mispronounces a sound which has been previously taught, that sound should also be corrected. When making such a correction, it may be useful to present the student with the "key word" or visual associated with the mispronounced sound so that it is clear why he/she is being corrected.

In order to make timely and appropriate corrections, the teacher must listen carefully. The error can be corrected by the student himself, by another student, or by the teacher. Students often self-correct if an error is simply pointed out to them. Another effective practice is using a fellow student as a correct model. Students often learn better from peers than from the teacher. For example, if one student produces a sound correctly and the next student doesn't, the teacher can go back to the student with correct pronunciation and have him model the sound again. If neither of these techniques is helpful, the teacher can then make the correction.

A part of correction which is often overlooked is positive feedback. That is, a teacher should not only indicate when an error has been made, but also give feedback when a student is successful or is showing improvement. This feedback may consist of praise or approval -- "Very good. Much better. Fine. Good. That's right," are encouraging phrases which indicate success to a student. This type of positive feedback is especially important to students who normally have difficulty. The teacher who gives praise usually has motivated, contented students.

Lesson One

Lesson One

Notes

1) In this lesson the sounds /s/ and /z/ are contrasted with 0 because final consonant sounds are often omitted by speakers of Southeast Asian languages.

2) The sounds /s/ and /z/ occur in Vietnamese, but not in final position. In Lao, /z/ does not exist and is often confused with /s/ which does occur finally. All Southeast Asian students will have some problems producing these sounds in final position.

3) The difference between /s/ and /z/ is one of voicing. That is, a voiced sound (like /z/) is accompanied by vibration of the vocal cords while a voiceless sound (like /s/) has no such vibration. You can help students actually feel this difference by asking them to touch their necks (vocal cords) while producing these two sounds. When producing a voiced sound, students will feel the vibration.

LESSON ONE

Follows Competency 1: Classroom Orientation

Focus: Ø - /s/ - /z/ (final position)

* Exercise 1. Presentation of Minimal Sounds

Directions: Using visuals, teacher models each word several times. Students listen ONLY.

Ø	/s/	/z/
eye	ice	eyes

* Exercise 2. Same-Different

eye	ice	(Answer: Different)
eyes	eye	(Answer: Different)
ice	ice	(Answer: Same)
ice	eyes	(" : D)
eyes	eyes	(" : S)
eye	eye	(" : S)
niece	niece	(" : S)
knee	knees	(" : D)
knees	knees	(" : S)
niece	knees	(" : D)

* Exercise 3. Which One is Different?

#1	#2	#3	
knee	knee	niece	(Answer: 3)
ice	eye	ice	(" : 2)
eye	eyes	eye	(" : 2)
knees	knees	knee	(" : 3)
ice	eyes	eyes	(" : 1)
knee	niece	niece	(" : 1)
eyes	eyes	eye	(" : 3)
ice	eye	eye	(" : 1)

Exercise 4. Name the Sound

#1 - /s/ #2 - /z/

ice	(Answer: 1)
knees	(" : 2)
eyes	(" : 2)
niece	(" : 1)
please	(" : 2)
is	(" : 2)
yes	(" : 1)
this	(" : 1)
nice	(" : 1)
these	(" : 2)

* Exercise 5. Minimal Sentence Drill (Lower Levels ONLY)

I ate a pea.	I ate a pea.	(Answer: Same)
I ate a piece.	I ate a pea.	(" : D)
I ate a pea.	I ate a piece.	(" : D)
I ate a piece.	I ate a piece.	(" : S)
I ate a pea.	I ate pea.	(" : S)

* Exercise 6. Repetition Drill

∅	/s/	/z/
eye	ice	eyes
knee	niece	knees
play	place	plays

* Exercise 7. Context Drill (Upper Levels ONLY)

I hit my knees.	(Answer: Ouch, it hurts!)
I hit my niece.	(Answer: She was bad.)

Exercise 8. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

/s/	/z/
nice	these
niece	those
class	Vietnamese
Laos	please
this	raise
Miss	close
yes	excuse
piece	is

Exercise 9. Listening Identification

Directions: Identify the word with the /z/ sound.

#1	#2	#3	
nice	this	these	(Answer: 3)
miss	those	class	(Answer: 2)
yes	please	niece	(" : 2)
piece	nice	raise	(" : 3)
Vietnamese	Laos	class	(" : 1)
is	this	yes	(" : 1)

Exercise 10. Repetition Drill

Directions: Teacher models each word in Exercise 8 and students repeat. Go down the columns ONLY.

Exercise 11. Card Game

Directions: Choose five or six words from each column in Exercise 8 and write each of them on separate index cards. Repeat until you have 3 or 4 sets. Divide the students into 3 or 4 groups and have them divide the set of cards into the two sound groups: /s/ and /z/. Correct together on the board.

Exercise 12. Student-Generated Word List

Directions: Ask students to give you words that they know that end in /s/; then do the same for words that end in /z/. Write them in two columns on the board. Make sure they all know the meanings, then do a repetition drill.

Exercise 13. Visual Identification Drill

Visuals of: Laos
Vietnamese
class
piece

Exercise 14. Phrase and Sentence Drills

(a) da - da DA

What's your NAME?
How are YOU?

(b) da da da DA

My name is LONG.

(c) da da DA - da

Nice to MEET you.

(d) da DA

What's THIS?

Exercise 15. Free Response Drill

Directions: Randomly ask individual students:

- What's this?
- What time is it?
- What's your name?

so they can use some of the sentences in Exercise 14 in a meaningful context.

Lesson Two

Lesson Two

Notes

1) The sounds /p/, /t/, and /k/ occur in both initial and final position in Lao and Khmer. In Vietnamese, /p/ occurs only in final position.

2) In initial position, these sounds are aspirated in English; that is, the sounds are produced with an accompanying puff of air. However, these sounds are typically unaspirated in the Southeast Asian languages; as a result, pill may sound like bill, till may sound like dill, and kill may sound like gill.

3) To practice aspiration of /p/, /t/, and /k/ in initial position, ask students to loosely hold a piece of paper in front of their mouths as they pronounce pan, tan, and can. This demonstrates to students that air must be released to move the paper. If a piece of paper is not available, students may hold their hands order front of their mouth to feel the air being released.

4) In final position, these sounds are typically released in English; that is, most English speakers form final /p/ by blocking the air with their lips for an instant before the air is pushed out. These sounds are typically unreleased in Southeast Asian languages; that is, the air is blocked and not pushed out. This makes it very difficult for the listener to hear these sounds. Sometimes the sounds seem completely omitted and sometimes they are confused with other sounds.

5) To practice releasing /p/, /t/, and /k/ in final position, ask students to exaggerate the sound. This can be done by producing the sound with aspiration (like the initial sounds). Although these final sounds are not normally aspirated in English, it may help when first teaching students to release the sound.

LESSON TWO

Follows Competency 2: Clothing

Focus: /p/ - /t/ - /k/

* Exercise 1. Presentation of Minimal Sounds

Directions: Starting with initial sounds, teacher models each word several times using visuals if possible. Repeat for final sounds. Students listen ONLY.

	/p/	/t/	/k/
initial	pan	tan	can
final	map	mat	Mac

* Exercise 2. Same-Different

pan	can	(Answer: Different)
tan	can	(Answer: Different)
pan	pan	(Answer: Same)
map	map	(" : S)
mat	Mac	(" : D)
mat	map	(" : D)
ape	eight	(" : D)
ache	ape	(" : D)
eight	eight	(" : S)
ache	ache	(" : S)

* Exercise 3. Which One is Different?

#1	#2	#3	
pan	pan	tan	(Answer: 3)
tan	can	tan	(" : 2)
Ken	Ken	pen	(" : 3)
map	mat	mat	(" : 1)
ache	eight	ache	(" : 2)
mat	Mac	mat	(" : 2)
ape	ape	ache	(" : 3)
map	Mac	Mac	(" : 1)

Exercise 4. Name the Sound

#1 - /p/ #2 - /t/ #3 - /k/

map	(Answer: 1)
ache	(" : 3)
speak	(" : 3)
eight	(" : 2)
ape	(" : 1)

[Exercise continues on following page]

top	("	: 1)
top	("	: 1)
shop	("	: 1)
hat	("	: 2)
white	("	: 2)
black	("	: 3)
type	("	: 1)
pink	("	: 3)

* Exercise 5. Repetition Drill

Directions: Starting with the initial sounds, read down the columns, having students repeat after you. Then read across the columns. Do the same for the final sounds.

	/p/	/t/	/k/
initial	pan	tan	can
	pen	ten	Ken
final	map	mat	Mac
	ape	eight	ache

Exercise 6. Presentation of Competency Words (final position ONLY)

Directions: Teacher models each word as students listen ONLY.

/p/	/t/	/k/
shop	shirt	black
top	hat	like
type	white	take
slip	light	pink
stop	eight	make
	meet	book
	suit	speak

Exercise 7. Listening Identification

Directions: Identify the word with the /p/ sound.

#1	#2	#3	
book	black	type	(Answer: 3)
white	shirt	stop	(Answer: 3)
eight	slip	hat	(Answer: 2)
book	shop	light	(Answer: 2)
like	take	top	(Answer: 3)
shop	shirt	make	(Answer: 1)
type	suit	light	(Answer: 1)
hat	top	white	(Answer: 2)

Exercise 8. Repetition Drill

Directions: Teacher models each word in Exercise 6, and students repeat. Go down the columns ONLY.

Exercise 9. Student-Generated Word List

Directions: Ask the students to give you words they know which end in /p/. Then do the same for words which end in /t/, and then in /k/. Write them in three separate columns on the board. Make sure they all know the meanings, then do a repetition drill.

Exercise 10. Visual Identification

Visuals of: hat
black
suit
shirt
pink
shop
top

Exercise 11. Phrase and Sentence Drills

(a) da da - da DA
a pair of PANTS

(b) da da - da da DA
a pair of pink PANTS
" " " black "

(c) da da - da da- da DA
a pair of pur-ple PANTS

(d) da da - da DA
I want a SHIRT
" " " SKIRT
I need a HAT

(d) da da - da da DA
I need a black HAT

(e) da da - da da - da da DA
I'd like a pair of pink PANTS
" " " " " black "

Exercise 12. Advanced Phrase and Sentence Drills

(a) da-DA - da da

de-PART-ment store

(b) da-da da DA

Do you take CHECKS? (rising)

Exercise 13. Free Response Drill

Directions: Randomly ask individual students:

- What do you need?
- What do you want?
- What would you like?

so they can use some of the sentences in Exercise 12 in a meaningful context.

Lesson Three

Lesson Three

Notes

1) This lesson is longer than most of the other lessons in the manual. The first part of the lesson contrasts final /t/ with final /s/ and Ø; the second part contrasts final /d/ with same two endings in a similar manner.

2) Southeast Asian students often confuse these sounds with one another. For example, students often say bus instead of but, and goos morning instead of good morning. This most likely occurs because final consonant sounds, which are not common in the students' native languages, are indistinguishable.

LESSON THREE

Follows Competency 3: Housing

A. Focus: /t/ - /s/ (final position)

* Exercise 1. Presentation of Minimal Sounds

Directions: Using visuals teacher models each word several times. Students listen ONLY.

/t/	/s/
right	rice

* Exercise 2. Same-Different

right	right	(Answer: Same)
rice	right	(Answer: Different)
right	rice	(Answer: D)
rice	rice	(Answer: S)
but	but	(Answer: S)
bus	but	(Answer: D)
bus	bus	(Answer: S)
but	bus	(Answer: D)

* Exercise 3. Which One is Different?

#1	#2	#3	
right	rice	right	(Answer: 2)
rice	rice	right	(Answer: 3)
kit	kit	kiss	(Answer: 3)
right	rice	right	(Answer: 2)
kiss	kit	kit	(Answer: 1)
kiss	kit	kiss	(Answer: 2)

Exercise 4. Name the Sound

#1 - /t/ #2 - /s/

rice	(Answer: 2)
kit	(Answer: 1)
but	(Answer: 1)
out	(Answer: 1)
house	(Answer: 2)
bus	(Answer: 2)
kiss	(Answer: 2)
not	(Answer: 1)

* Exercise 5. Minimal Sentence Drill (Lower Levels ONLY)

He gave me a kit.	He gave me a kiss.	(Answer: Different)
He gave me a kiss.	He gave me a kiss.	(Answer: Same)
He gave me a kit.	He gave me a kit.	(Answer: S)
He gave me a kiss.	He gave me a kit.	(Answer: D)

* Exercise 6. Repetition Drill

/t/	/s/
right	rice
but	bus
kit	kiss

* Exercise 7. Context Drill (Upper Levels ONLY)

Where's your bus?	(Answer: Over there)
Where's your butt?	(Answer: Here)

Exercise 8. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

/t/	/s/
out	house
but	yes
salt	rice
want	juice
not	nurse
that	bus
apartment	this
basement	

Exercise 9. Listening Identification

Directions: Identify the word with the /t/ sound.

#1	#2	#3	
house	yes	but	(Answer: 3)
bus	but	bus	(Answer: 2)
this	that	rice	(Answer: 2)
juice	nurse	want	(Answer: 3)
out	house	yes	(Answer: 1)
apartment	this	juice	(Answer: 1)

Exercise 10. Repetition Drill

Directions: Teacher models each word in Exercise 8 and students repeat. Go down the columns ONLY.

Exercise 11. Phrase and Sentence Drills

(a) DA - da

BASE-ment
BED-room
BATH-room
KIT-chen
GAR-bage

(b) da- DA

out-SIDE
in-SIDE

(c) DA da-da

RA-di-o
DIN-ing room
LAUN-dry room
LIV-ing room

(Upper Levels) (d) DA - da da-da

WASH-ing ma-chine
WA-ter heat-er
EL-e-va-tor
TEL-e-vi-sion

B. Focus: /d/ - /s/ (final position)

* Exercise 1. Presentation of Minimal Sounds

Directions: Teacher models words several times, using visuals, if possible. Students listen ONLY.

/d/	/s/
kid	kiss

* Exercise 2. Same-Different

kid	kid	(Answer: Same)
kiss	kiss	(Answer: Same)
kid	kiss	(Answer: Different)
kiss	kid	(Answer: D)
maid	mace	(Answer: D)
maid	maid	(Answer: S)
mace	mace	(Answer: S)
mace	maid	(Answer: D)

* Exercise 3. Which One is Different?

#1	#2	#3	
maid	maid	mace	(Answer: 3)
kid	kiss	kid	(Answer: 2)
kiss	kid	kiss	(Answer: 2)
kiss	kid	kid	(Answer: 1)
maid	mace	mace	(Answer: 1)
maid	maid	mace	(Answer: 3)
maid	mace	mace	(Answer: 1)

Exercise 4. Name the Sound

#1 - /d/ #2 - /s/

kid	(Answer: 1)
house	(Answer: 2)
bed	(Answer: 1)
need	(Answer: 1)
inside	(Answer: 1)
bus	(Answer: 2)
good	(Answer: 1)
kiss	(Answer: 2)

* Exercise 5. Repetition Drill

/d/	/s/
kid	kiss
maid	mace
mood	moose

Exercise 6. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

/d/	/s/
bed	house
need	lease
outside	yes
inside	dress
good	blouse
bad	bus
sad	close

Exercise 7. Listening Identification

Directions: Identify the word with the /d/ sound.

#1	#2	#3	
close	need	dress	(Answer: 2)
bed	bus	yes	(Answer: 1)
house	blouse	outside	(Answer: 3)
lease	dress	good	(Answer: 3)
sad	yes	bus	(Answer: 1)
lease	need	dress	(Answer: 2)

Exercise 8. Repetition Drill

Directions: Teacher models each word in Exercise 6 and students repeat. Go down the columns ONLY.

Exercise 9. Visual Identification

Visuals of:
house
salt
basement
nurse
bus
bed
inside

Exercise 10. Phrase and Sentence Drills

(a) da da DA- da

in the KIT-chen
" " BED-room
" " BASE-ment
" " BATH-room

da da DA- da

Where's the KIT-chen?
" " BED-room?
" " BATH-room?

(b) da da da- da-DA - da

I want an a- PART-ment.
I need an a- PART-ment.
in- side the a- PART-ment
out-side the a- PART-ment

Exercise 11. Free Response Drill

Directions: Randomly ask individual students:

- What do you need?
- Where's the _____?

so that they can use the sentences in Exercise 10 in a meaningful context.

Lesson Four

Lesson Four

Notes

1) Although both /t/ and /d/ occur in Vietnamese, Lao, and Khmer, /d/ does not occur in final position in any of those languages. As a result, final /d/, if it appears at all, will be confused with /t/.

2) The difference between /t/ and /d/ is one of voicing. See Lesson One, Note 3.

3) It may also be helpful to point out that the vowel followed by a voiced consonant (e.g. /d/) is longer than the vowel followed by a voiceless consonant (e.g. /t/). For example, the vowel in bed sounds longer than the vowel in bet.

LESSON FOUR

Follows Competency 4: Food

Focus: /t/ - /d/ (final position)

* Exercise 1. Presentation of Minimal Sounds

Directions: Teacher models each word several times using visuals. Students listen ONLY.

/t/	/d/
beet	bead

* Exercise 2. Same-Different

beet	bead	(Answer: Different)
bead	bead	(Answer: Same)
beet	beet	(Answer: S)
bead	beet	(Answer: D)
hat	had	(Answer: D)
had	had	(Answer: S)
had	hat	(Answer: D)
hat	hat	(Answer: S)

* Exercise 3. Which One is Different?

#1	#2	#3	
beet	bead	beet	(Answer: 2)
hat	had	had	(Answer: 1)
bead	beet	beet	(Answer: 1)
bead	bead	beet	(Answer: 3)
had	hat	had	(Answer: 2)
hat	had	hat	(Answer: 2)

Exercise 4. Name the Sound

#1 - /t/ #2 - /d/

beet	(Answer: 1)
ate	(Answer: 1)
bread	(Answer: 2)
eat	(Answer: 1)
cold	(Answer: 2)
good	(Answer: 2)
hot	(Answer: 1)
tired	(Answer: 2)

* Exercise 5. Minimal Sentence Drill (Lower levels ONLY)

He made the bet.	He made the bed.	(Answer: Different)
He made the bed.	He made the bed.	(Answer: Same)
He made the bed.	He made the bet.	(Answer: D)
He made the bet.	He made the bed.	(Answer: D)

* Exercise 6. Repetition Drill

/t/	/d/
beet	bead
hat	had
bet	bed

* Exercise 7. Context Drill (Upper levels ONLY)

He made the bet. (Answer: He gambles.)
He made the bed. (Answer: He's very neat.)

Exercise 8. Presentation of Competency Words

Directions: Teacher models each word while students listen ONLY.

/t/	/d/
eat	bread
bite	need
want	cold
ate	good
hot	bad
beet	tired
hurt	hand
salt	sand

Exercise 9. Listening Identification

Directions: Identify the word with the /d/ sound.

#1	#2	#3	
hot	hurt	hand	(Answer: 3)
eat	bite	bad	(Answer: 3)
eat	need	beet	(Answer: 2)
good	ate	want	(Answer: 1)
cold	hot	ate	(Answer: 1)
bite	hot	bread	(Answer: 3)
beet	hurt	tired	(Answer: 3)
hurt	bad	beet	(Answer: 2)

Exercise 10. Repetition Drill

Directions: Teacher models each word in Exercise 8 and students repeat. Go down columns ONLY.

Exercise 11. Student-Generated Word Lists

Teacher: Ask students to give you words they know which end in /t/, then do the same for words which end in /d/. Write them in two columns on the board. Make sure they all know the meanings, then do a repetition drill.

Exercise 12. Visual Identification Drill

Visuals of:
- beet
- hot
- cold
- bread
- salt

Exercise 13. Phrase and Sentence Drills

(a) da da - da DA

How much is THIS?
" " " THAT?

(b) da DA - da

I'm HUNG-ry.
" THIR-sty.

(c) DA da

BREAD, please.
SALT, " "

(d) da- da da DA

I'd like some BREAD.
" " " SALT.
" " " RICE.
" " " COKE.
" " an EGG.

Exercise 14. Free Response Drill

Directions: Randomly ask individual students:

- Are you hungry?
- Are you thirsty?
- What would you like?

so they can use some of the sentences in Exercise 13 in a meaningful context.

Lesson Five

Lesson Five

Notes

1) The English sound /g/ does not occur in final position in Vietnamese, and does not exist at all in Lao or Khmer. The sound is most often confused with /k/, but Khmer students may sometimes confuse it with /d/.

2) The difference between /k/ and /g/ is one of voicing. See Lesson One, Note 3.

LESSON FIVE

Follows Competency 5: Health

Focus: /k/ - /g/

* Exercise 1. Presentation of Minimal Sounds

Directions: Starting with initial sounds, teacher models each word several times, using visuals if possible. Repeat for final sounds. Students listen ONLY.

	/k/	/g/
initial	could	good
final	back	bag

* Exercise 2. Same-Different

could	good	(Answer: Different)
good	good	(Answer: Same)
could	could	(Answer: S)
could	good	(Answer: D)
cold	gold	(Answer: D)
cold	cold	(Answer: S)
back	bag	(Answer: D)
back	back	(Answer: S)
bag	bag	(Answer: S)
bag	back	(Answer: D)
buck	bug	(Answer: D)
bug	bug	(Answer: S)

* Exercise 3. Which One is Different?

#1	#2	#3	
back	back	bag	(Answer: 3)
could	good	good	(Answer: 1)
bug	buck	buck	(Answer: 1)
bag	back	bag	(Answer: 2)
cold	gold	gold	(Answer: 1)
gold	cold	gold	(Answer: 2)
cold	cold	gold	(Answer: 3)
could	could	good	(Answer: 3)
could	good	could	(Answer: 2)

Exercise 4. Name the Sound

#1 - /k/ #2 - /g/

good	(Answer: 2)
could	(Answer: 1)

[Exercise continued on following page]

cold	(Answer: 1)
sick	(Answer: 1)
stomach	(Answer: 1)
leg	(Answer: 2)
give	(Answer: 2)
can	(Answer: 1)
bag	(Answer: 2)
buck	(Answer: 1)
broke	(Answer: 1)
ache	(Answer: 1)
drug	(Answer: 2)

* Exercise 5. Minimal Sentence Drill (Lower levels ONLY)

It's in the bag.	It's in the bag.	(Answer: Same)
It's in the back.	It's in the bag.	(Answer: Different)
It's in the bag.	It's in the back.	(Answer: Different)
It's in the back.	It's in the back.	(Answer: Same)

* Exercise 6. Repetition Drill

Directions: Starting with the initial sounds, model each word separately and have students repeat. Go down the columns before going across. Do the same for the final sounds.

	/k/	/g/
initial	could	good
	cold	gold
final	back	bag
	buck	bug

* Exercise 7. Context Drill (Upper levels ONLY)

I found a buck.	(Answer: Great!)
I found a bug.	(Answer: Ugh!)

Exercise 8. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

/k/	/g/
can	good
cold	girl
sick	give
stomach	gate
ache	go
make	bag
broke	leg
neck	egg
	drug (store)

Exercise 9. Listening Identification

Directions: Identify the word with the /g/ sound.

#1	#2	#3	
leg	broke	sick	(Answer: 1)
stomach	bag	ache	(Answer: 2)
good	can	cold	(Answer: 1)
make	broke	egg	(Answer: 3)
sick	drug	stomach	(Answer: 2)
neck	leg	make	(Answer: 2)

Exercise 10. Repetition Drill

Directions: Teacher models each word in Exercise 8, and students repeat. Go down the columns ONLY.

Exercise 11. Student-Generated Word List

Directions: Ask students to give you words they know that contain the /g/ sound; then do the same for words with the /k/ sound. Write them in two separate columns on the board. Make sure they all know the meanings, then do a repetition drill.

Exercise 12. Visual Identification Drill

Visuals of:
- coke
- headache
- egg
- leg
- back
- bag

Exercise 13. Phrase and Sentence Drills

(a) DA da

HEAD-ache
TOOTH-ache
EAR-ache

(b) DA- da da

STO-mach ache

(c) da da - da DA

I have a COLD

(Exercise continued on next page)

(d) da da - da DA-da

I have a FE-ver.
" " " HEAD-ache.
" " " TOOTH-ache.
" " " BACK-ache.
" " an EAR-ache.

Exercise 14. Free Response Drill

Directions: Randomly ask individual students:

- What's the matter?

so they can use the sentences in Exercise 13 in a meaningful context.

Lesson Six

Lesson Six

Notes

1) The sounds /r/ and /l/ occur in most Southeast Asian languages; yet most of the students will have problems with the sounds in final position, and sometimes in initial position. Lao speakers will have the most problems, confusing the two sounds unsystematically.

2) It is important to practice these sounds since they contribute to the negative stereotype of Asians among native speakers of English in the U.S.

LESSON SIX

Follows Competency 6: Transportation

Focus: /l/ - /r/ (initial position)

* Exercise 1. Presentation of Minimal Sounds

Directions: Using visuals, teacher models each word several times. Students listen ONLY.

/l/	/r/
light	right

* Exercise 2. Same-Different

light	right	(Answer: Different)
light	light	(Answer: Same)
right	right	(Answer: S)
right	light	(Answer: D)
rice	lice	(Answer: D)
lice	rice	(Answer: D)
rice	rice	(Answer: S)
lice	lice	(Answer: S)

* Exercise 3. Which One is Different?

#1	#2	#3	
light	light	right	(Answer: 3)
rice	lice	rice	(Answer: 2)
lice	lice	rice	(Answer: 3)
right	right	light	(Answer: 3)
light	right	light	(Answer: 2)
rice	lice	lice	(Answer: 1)
lice	rice	rice	(Answer: 1)
lice	rice	lice	(Answer: 2)

Exercise 4. Name the Sound

#1 - /l/ #2 - /r/

light	(Answer: 1)
rice	(Answer: 2)
right	(Answer: 2)
red	(Answer: 2)
left	(Answer: 1)
lost	(Answer: 1)
read	(Answer: 2)
leg	(Answer: 1)

* Exercise 5. Minimal Sentence Drill (Lower levels ONLY)

He likes to lead.	He likes to read.	(Answer: Different)
He likes to read.	He likes to lead.	(Answer: D)
He likes to read.	He likes to read.	(Answer: S)
He likes to lead.	He likes to read.	(Answer: D)
He likes to lead.	He likes to lead.	(Answer: S)

* Exercise 6. Repetition Drill

/l/	/r/
light	right
lice	rice
lead	read

* Exercise 7. Context Drill (Upper levels ONLY)

Who eats rice?	(Answer: I do.)
Who eats lice?	(Answer: not me!)

Exercise 8. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

/l/	/r/
left	right
lost	red
light	rice
lose	read
leg	room
like	restaurant
lab	rent
little	

Exercise 9. Listening Identification

Directions: Identify the word with the /l/ sound.

#1	#2	#3	
right	read	light	(Answer: 3)
red	lost	room	(Answer: 2)
read	right	like	(Answer: 3)
red	leg	rent	(Answer: 2)
lose	room	rice	(Answer: 1)
lost	rent	right	(Answer: 1)
read	lab	red	(Answer: 2)
right	room	left	(Answer: 3)

Exercise 10. Repetition Drill

Directions: Teacher models each word in Exercise 8 and students repeat. Go down the columns ONLY.

Exercise 11. Student-Generated Word List

Directions: Ask students to give you words they know which begin with the /l/ sound; then do the same for words which begin in the /r/ sound. Write them in two columns on the board. Make sure they all know the meanings, then do a repetition drill.

Exercise 12. Visual Identification Drill

Visuals of:
light
right
rice
left
leg
red

Exercise 13. Phrase and Sentence Drills

(a) da da DA

Where's the BANK?
" " SCHOOL?
" " BUS?
on " RIGHT.
on " LEFT.

(b) da DA

turn RIGHT
turn LEFT

(c) da-DA - da. da DA

Ex-CUSE me. I'm LOST.

(d) da da DA- da- da

Where's the BUS sta-tion?
" " POST of-fice?
" " HOS-pi-tal?
" " PøLICE sta-tion?

(e) da-da - da - da DA- da- da

a- cross from the BUS sta-tion
" " " POST of-fice
" " " PøLICE sta-tion
" " " HOS-pi-tal

Exercise 14. Free Response Drill

Directions: Randomly ask students:

- Where's the _____?
- Can I help you?

so they can use some of the sentences in Exercise 13 in a meaningful context.

Lesson Seven

Lesson Seven

Notes

1) Final /l/ is often confused with final /n/ by speakers of Lao and Vietnamese. Sometimes the final sound may be completely omitted.

2) It may be helpful to point out to (upper-level) students that, although the two sounds are formed in a similar manner, /l/ is formed with the tip of the tongue on the ridge behind the teeth, while /n/ is formed with the flat, top side of the tongue.

LESSON SEVEN

Follows Competency 7: Employment

Focus: /l/ - /n/ (final position)

* Exercise 1. Presentation of Minimal Sounds

Directions: Using visuals teacher models each word several times. Students listen ONLY.

/l/	/n/
pill	pin

* Exercise 2. Same-Different

pill	pill	(Answer: Same)
pill	pin	(Answer: D)
pin	pill	(Answer: D)
pin	pin	(Answer: S)
ten	ten	(Answer: S)
tell	tell	(Answer: S)
ten	tell	(Answer: D)
tell	ten	(Answer: D)

* Exercise 3. Which One is Different?

#1	#2	#3	
pill	pin	pill	(Answer: 2)
pin	pin	pill	(Answer: 3)
pill	pill	pin	(Answer: 3)
ten	tell	ten	(Answer: 2)
ten	tell	tell	(Answer: 1)
pill	pin	pin	(Answer: 1)
ten	ten	tell	(Answer: 3)
tell	ten	tell	(Answer: 2)

Exercise 4. Name the Sound

#1 - /l/ #2 - /n/

tell	(Answer: 1)
pill	(Answer: 1)
pin	(Answer: 2)
school	(Answer: 1)
hospital	(Answer: 1)
ten	(Answer: 2)
can	(Answer: 2)
phone	(Answer: 2)
nine	(Answer: 2)
fill	(Answer: 1)

* Exercise 5. Minimal Sentence Drill (Lower levels ONLY)

He swallowed a pin.	He swallowed a pill.	(Answer: Different)
He swallowed a pin.	He swallowed a pin.	(Answer: S)
He swallowed a pill.	He swallowed a pill.	(Answer: S)
He swallowed a pill.	He swallowed a pin.	(Answer: D)

* Exercise 6. Repetition Drill

/l/	/n/
pill	pin
tell	ten
pal	pan

* Exercise 7. Context Drill (Upper levels ONLY)

John is ill.	(Answer: He's sick.)
John is in.	(Answer: He's here.)

Exercise 8. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

/l/	/n/
sell	can
file	one
call	nine
fill	ten
school	phone
will	learn
tell	in
hospital	noon
technical	medicine

Exercise 9. Listening Identification

Directions: Identify the word which ends with the /n/ sound.

#1	#2	#3	
school	fill	phone	(Answer: 3)
technical	medicine	hospital	(Answer: 2)
will	one	sell	(Answer: 2)
file	call	nine	(Answer: 3)
noon	tell	school	(Answer: 1)
call	fill	ten	(Answer: 3)
will	tell	learn	(Answer: 3)
hospital	medicine	technical	(Answer: 2)

Exercise 10. Repetition Drill

Directions: Teacher models each word in Exercise 8 and students repeat. Go down the columns ONLY.

Exercise 11. Student-Generated Word List

Directions: Ask students to give you words they know which end with the /l/ sound; then do the same for words which end in the /n/ sound. Write them in two separate columns on the board. Make sure they all know the meanings, then do a repetition drill.

Exercise 12. Visual Identification Drill

Visuals of:
- school
- phone
- medicine
- ten
- hospital

Exercise 13. Phrase and Sentence Drills

(a) da da- da DA- da

I was a STU-dent.
" " " FAR-mer.
" " " TEA-cher.
" " " TAIL-or.
" " " TYP-ist.
" " " FILE clerk.

(b) da da- da da-DA - da

I was a me-CHAN-ic.
" " " beau-TI-cian.

(c) da da DA

I can COOK.
" " SEW.
" " TYPE.
" " WORK.
" " FILE.
" " DRIVE.

(d) da-da DA

on a FARM
" " SCHOOL
" " STORE

(e) da-da DA - da-da

in a REST-au-rant
" " HOS-pi-tal

Exercise 14. Free Response Drill

Directions: Randomly ask individual students:

- What are (were) you?
- What can you do?
- Where did you work?

so that they can use the sentences in Exercise 13 in a meaningful context.

Lesson Eight

Lesson Eight

Notes

1) The sounds /s/ and /z/ in final position were first presented in Lesson One. These sounds are again the focus of a pronunciation lesson, except this time as part of a final consonant cluster. Consonant clusters do not exist in Vietnamese or Lao.

2) This lesson focuses on final consonant clusters which carry grammatical information: present tense and plural markers. This poses an additional problem for speakers of Lao, Vietnamese, and Khmer since grammatical suffixes of this kind do not exist in those languages.

LESSON EIGHT

Follows Competency 8: Food

Focus: Consonant + /s/ - Consonant + /z/ (final position)
[plurals and present tense verbs]

Exercise 1. Presentation of Minimal Sounds

Directions: Teacher models each phrase as students listen ONLY. Teacher should explain the "grammar" rules for regular plurals and regular verbs simply, pointing out that the sound represented by the letter "s" is sometimes /s/ and sometimes /z/, depending on the preceding consonant.

C + /s/	C + /z/
one book - two books	one item - two items
I eat - he eats	I need - he needs

Exercise 2. Same-Different

Directions: Have students indicate whether the final sound is the same or different.

books	eats	(Answer: Same)
items	needs	(Answer: S)
needs	eats	(Answer: D)
wants	needs	(Answer: D)
grapes	lemons	(Answer: D)
tells	needs	(Answer: S)
lemons	books	(Answer: D)
items	lemons	(Answer: S)
books	grapes	(Answer: S)
wants	tells	(Answer: D)

Exercise 3. Which One is Different?

#1	#2	#3	
eats	wants	tells	(Answer: 3)
books	lemons	grapes	(Answer: 2)
needs	tells	eats	(Answer: 3)
wants	needs	tells	(Answer: 1)
grapes	items	lemons	(Answer: 1)
tells	wants	needs	(Answer: 2)
books	grapes	lemons	(Answer: 3)
items	books	lemons	(Answer: 2)

Exercise 4. Name the Sound

#1 - C + /s/	#2 - C + /z/
eats	(Answer: 1)
grapes	(Answer: 1)
needs	(Answer: 2)
lemons	(Answer: 2)
bags	(Answer: 2)
carrots	(Answer: 1)
onions	(Answer: 2)
packs	(Answer: 1)
stamps	(Answer: 1)
opens	(Answer: 2)

Exercise 5. Repetition Drill

Directions: Starting with the nouns, model each word and have students repeat. Go down the columns ONLY. Repeat for the verbs.

	C + /s/	C + /z/
nouns	books	items
	grapes	lemons
	carrots	bags
verbs	eats	needs
	wants	tells
	takes	opens

Exercise 6. Presentation of Competency Words

Directions Teacher models each word as students listen ONLY.

/s/	/z/
grapes	lemons
carrots	eggs
cokes	peppers
packs	onions
stamps	coupons
quarts	bags
pints	beds
eats	needs
wants	opens
bites	sells
works	sends
likes	calls
hurts	learns
takes	drives

Exercise 7. Listening Identification

Directions: Identify the word that ends in /z/.

#1	#2	#3	
grapes	eats	coupons	(Answer: 3)
cokes	pints	eggs	(Answer: 3)
carrots	onions	stamps	(Answer: 2)
sells	grapes	carrots	(Answer: 1)
peppers	quarts	pints	(Answer: 1)
learns	wants	works	(Answer: 1)
takes	needs	wants	(Answer: 2)
packs	carrots	bags	(Answer: 3)
quarts	stamps	lemons	(Answer: 3)
works	calls	hurts	(Answer: 2)

Exercise 8. Repetition Drill

Directions: Teacher models each word in Exercise 6 and students repeat. Go down the columns ONLY.

Exercise 9. Substitution Drill

Directions: Give students the cue and have them change the sentence accordingly. This is a regular grammar substitution drill. However, the teacher should pay close attention to the students' pronunciation.

Teacher:	He wants some lemons.	Student: He wants some lemons.
Teacher:	Grapes	(Student: He wants some grapes.)
Teacher:	need	(Student: He needs some grapes.)
Teacher:	I	(Student: I need some grapes.)
Teacher:	carrots	(Student: I need some carrots.)
Teacher:	want	(Student: I want some carrots.)
Teacher:	a	(Student: I want a carrot.)
Teacher:	He	(Student: He wants a carrot.)
Teacher:	onion	(Student: He wants an onion.)
Teacher:	some	(Student: He wants some onions.)
Teacher:	need	(Student: He needs some onions.)
Teacher:	stamps	(Student: He needs some stamps.)
Teacher:	eggs	(Student: He needs some eggs.)
Teacher:	want	(Student: He wants some eggs.)
Teacher:	I	(Student: I want some eggs.)

Exercise 10. Card Game

Directions: Choose 8-10 words from each column in Exercise 6 and write each of them on a separate index card. Repeat until you have 3-4 sets of cards. Divide the students into 3-4 groups and have them divide the cards into two piles: words which end in /s/ and words which end in /z/. Correct together on the board.

Exercise 11. Visual Identification Drill

Visuals of: grapes
lemons
onions
carrots
stamps
eggs

Exercise 12. Phrase and Sentence Drills

(a) da da - da DA

a pound of GRAPES
" " " CHEESE

(b) da da - da DA-da

a pound of LE-mons
" " " ON-ions
" " " CAR-rots

(c) da da - da DA

two quarts of MILK
" " " JUICE
" " " COKE

(d) da da- da da - da DA

Where can I find the MEAT?
" " " " " MILK
" " " " " CHEESE?
" " " " " FISH?

(e) da da-da DA-da

When is it o- pen?

Exercise 13. Free Response Drill

Directions: Randomly ask students:

- What do you need (want)?

so they can use some of the sentences in Exercise 12 in a meaningful context. You can also direct students to ask each other questions.

Lesson Nine

Lesson Nine

Notes

1) The sound /š/ (like in shoe) does not exist in any of the Southeast Asian languages. Therefore, it is sometimes confused with /s/, or even /t/ or /č/.

2) The sound /š/ is contrasted with /č/ in Lesson Sixteen.

3) Since /sy/ is a simplified form of /š/, having students start with that sound is a good approach to producing /š/. Have student say "Bless you" (with liaison), beginning slowly and gradually increasing the speed (e.g. /blesyuw/, /blesyə/, /blešə/).

LESSON NINE

Follows Competency 9: Employment

Focus: /s/ - /š/

* Exercise 1. Presentation of Minimal Sounds

Directions: Starting with initial sounds, teacher models each word several times, using visuals if possible. Repeat for final sounds. Students listen ONLY.

	/s/	/š/
initial	Sue	shoe
final	lease	leash

* Exercise 2. Same-Different

Sue	shoe	(Answer: Different)
shoe	shoe	(Answer: S)
Sue	Sue	(Answer: D)
Shoe	Sue	(Answer: D)
sock	shock	(Answer: S)
sock	sock	(Answer: D)
lease	leash	(Answer: S)
lease	lease	(Answer: S)
leash	leash	(Answer: D)
leash	lease	(Answer: D)
mess	mesh	(Answer: D)
mesh	mesh	(Answer: S)

* Exercise 3. Which One is Different?

#1	#2	#3	
lease	lease	leash	(Answer: 3)
Sue	shoe	shoe	(Answer: 1)
mesh	mess	mess	(Answer: 1)
leash	lease	leash	(Answer: 2)
sock	shock	shock	(Answer: 1)
shock	sock	shock	(Answer: 2)
sock	sock	shock	(Answer: 3)
Sue	shoe	Sue	(Answer: 2)

Exercise 4. Name the Sound

#1 - /s/ #2 - /š/

shoe	(Answer: 2)
Sue	(Answer: 1)

[Exercise continued on following page]

sock	(Answer: 1)
shop	(Answer: 2)
sew	(Answer: 1)
leash	(Answer: 2)
mess	(Answer: 1)
wash	(Answer: 2)
gas	(Answer: 1)
dish	(Answer: 2)

* Exercise 5. Minimal Sentence Drill

Please sew it.	Please show it.	(Answer: Different)
Please show it.	Please sew it.	(Answer: D)
Please show it.	Please show it.	(Answer: S)
Please show it.	Please sew it.	(Answer: D)
Please sew it.	Please sew it.	(Answer: S)

* Exercise 6. Repetition Drill

Directions: Starting with the initial sounds, model each word separately and have students repeat. Go down the columns before going across. Then do the same for the final sounds.

	/s/	/š/
initial	Sue	shoe
	sock	shock
final	lease	leash
	mess	mesh

Exercise 7. Presentation of Competency Words

Directions: Teacher models each word while students listen ONLY.

/s/	/š/
city	show
see	shop
sew	sure
sell	she
cent	shoe
office	dish
bus	wash
gas	(station)
dress	(electrician)

Exercise 8. Listening Identification

Directions: Identify the word with the /š/ sound.

#1	#2	#3	
see	sew	show	(Answer: 3)
sell	sure	cent	(Answer: 2)

city	shop	see	(Answer: 2)
office	gas	wash	(Answer: 3)
dish	dress	bus	(Answer: 1)
station	bus	office	(Answer: 1)
office	dress	electrician	(Answer: 3)
see	she	sell	(Answer: 2)

Exercise 9. Repetition Drill

Directions: Teacher models each word in Exercise 7 and students repeat. Go down the columns ONLY.

Exercise 10. Student-Generated Word List

Directions: Ask students to give you words that they know which contain the /š/ sound. Write them in three columns on the board: initial, medial, and final position. Make sure they all know the meanings, then do a repetition drill.

Exercise 11. Visual Identification Drill

Visuals of:
- bus
- cent
- shoe
- dress
- dish

Exercise 12. Phrase and Sentence Drills

(a) da-da DA-da

in an OF-fice
in a CI-ty

(b) da-da DA- da- da

in a GAS sta-tion
" " FAC-to-ry
" " BEAU-ty shop
" " REST-au-rant
" " BAR-ber shop

(c) da da - da da-da DA - da

I want to be a WAIT-er
" " " " " BELL-boy
" " " " " BAR-ber
" " " " " BUS-boy
" " " " " HOUSE-wife

(d) da da - da da-da DA - da-da

I want to be a DRESS-ma-ker.
" " " " " DISH-wash-er.

(e)	da da - da	da - da-da	DA-da
	I want to	work in an	OF-fice.
	" " "	" " "	CI-ty.
(f)	da da - da	da - da-da	DA- da-da
	I want to	work in a	FAC-to-ry.
	" " "	" " "	GAS sta-tion.
	" " "	" " "	BEAU-ty shop.
	" " "	" " "	RES-tau-rant.
	" " "	" " "	BAR-ber shop.

Exercise 13. Free Response Drill

Directions: Randomly ask students:

- Where did you work?
- Where do you want to work?
- What do you want to be?

so they can use some of the sentences in Exercise 12 in a meaningful context.

Lesson Ten

Lesson Ten

Notes

1) Final consonants are always a problem for speakers of Vietnamese and Lao, but they pose particular difficulty when they occur after diphthongs. (Diphthongs are combinations of vowels like oi in oil). In Lao, for example, /k/ can occur finally, but not following a diphthong. For that reason, this lesson practices final consonants after the diphthong /ay/ (e.g. like).

2) Lessons Fourteen and Eighteen practice final consonants after the diphthong /ow/ (e.g. house) and /ey/ (e.g. name), respectively.

LESSON TEN

Follows Competency 10: Post Office

Focus: /ay/ + Ø /ay/ + Consonant (final position)

* Exercise 1. Presentation of Minimal Sounds

Directions: Using visuals teacher models each word several times. Students listen ONLY.

/ay/ + Ø	/ay/ + C
tie	time

* Exercise 2. Same-Different

tie	time	(Answer: Different)
time	time	(Answer: S)
tie	tie	(Answer: S)
time	tie	(Answer: D)
pipe	pipe	(Answer: S)
buy	bite	(Answer: D)
pipe	pie	(Answer: D)
bite	bite	(Answer: S)
buy	buy	(Answer: S)
bite	buy	(Answer: D)

* Exercise 3. Which One is Different?

#1	#2	#3	
time	time	tie	(Answer: 3)
pie	pie	pipe	(Answer: 3)
tie	time	tie	(Answer: 2)
tie	tie	time	(Answer: 3)
pipe	pipe	pie	(Answer: 3)
bite	buy	buy	(Answer: 1)
buy	bite	bite	(Answer: 1)
buy	bite	buy	(Answer: 2)
time	tie	time	(Answer: 2)
pie	pie	pipe	(Answer: 3)

Exercise 4. Name the Sound

#1 - /ay/ + Ø	#2 - /ay/ + C
time	(Answer: 2)
pipe	(Answer: 2)
pie	(Answer: 1)
buy	(Answer: 1)
tie	(Answer: 1)

[Exercise continues on following page]

dime	(Answer: 2)
light	(Answer: 2)
five	(Answer: 2)
buy	(Answer: 1)
nine	(Answer: 2)

* Exercise 5. Minimal Sentence Drill (Lower levels ONLY)

I don't have the tie.	I don't have the time.	(Answer: Different)
I don't have the time.	I don't have the time.	(Answer: Same)
I don't have the time.	I don't have the tie.	(Answer: Different)
I don't have the tie.	I don't have the time.	(Answer: Different)

* Exercise 6. Repetition Drill

Directions: Model each word and have students repeat. Go down each column before going across

/ay/ + Ø	/ay/ + C
tie	time
buy	bite
pie	pipe
rye	rice

* Exercise 7. Context Drill (Upper levels ONLY)

I want a pie.	(Answer: I'm hungry.)
I want a pipe.	(Answer: I like to smoke.)

Exercise 8. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

/ay/ + Ø	/ay/ + C
buy	five
my	nine
tie	dime
try	time
cry	fine
	sign
	like
	light
	right
	find

Exercise 9. Listening Identification

Directions: Identify the word with the consonant ending.

#1	#2	#3	
buy	dime	try	(Answer: 2)
my	tie	time	(Answer: 3)

cry	my	right	(Answer: 3)
buy	five	tie	(Answer: 2)
try	like	my	(Answer: 2)
nine	tie	my	(Answer: 1)
cry	find	buy	(Answer: 2)
buy	tie	fine	(Answer: 3)

Exercise 10. Repetition Drill

Directions: Teacher models each word in Exercise 8 and students repeat. Go down the columns ONLY.

Exercise 11. Visual Identification Drill

Visuals of:
dime
light
five
nine
tie
pie
time

Exercise 12. Phrase and Sentence Drills

(a) da da - da da da DA

I want to buy five STAMPS.
" " " " " CARDS.

(b) da da - da da da DA - da

I want to mail a PACK-age.
" " " " " LET-ter.

(c) da da - da DA da

I'd like to MAIL this?
" " " SEND " ?

(d) da da-da DA da

Where do I MAIL this?
(w)

Exercise 13. Free Response Drill

Directions: Randomly ask students:

- Can I help you? (like a clerk in a post office)

so they can use some of the sentences in Exercise 12 in a meaningful context.

Lesson Eleven

Lesson Eleven

Notes

1) The sounds /p/ and /f/ occur in most of the Southeast Asian languages, but not in the same positions as in English. In Lao and Vietnamese, /f/ does not occur in final position; in Vietnamese, initial /p/ does not occur. As a result, these sounds are often confused with one another or omitted altogether in final position. The sound /f/ occurs only in foreign loan words in Khmer.

2) In this lesson, /p/ and /f/ are presented in both initial and final position in order to give the students maximum practice in forming the shape of the sound. It may be helpful to demonstrate to students that /f/ is formed with the upper teeth touching the lower lip, while /p/ is formed with the two lips.

LESSON ELEVEN

Follows Competency 11: Health

Focus: /p/ - /f/

* Exercise 1. Presentation of Minimal Sounds

Directions: Starting with the initial sounds, the teacher models each word several times using visuals. Repeat for final sounds. Students listen ONLY.

	/p/	/f/
initial	pin	fin
final	cup	cuff

* Exercise 2. Same-Different

pin	fin	(Answer: Different)
fin	fin	(Answer: S)
pin	pin	(Answer: S)
pill	fill	(Answer: D)
fin	pin	(Answer: D)
pill	pill	(Answer: S)
cup	cuff	(Answer: D)
cup	cup	(Answer: S)
cuff	cuff	(Answer: S)
cuff	cup	(Answer: D)
lap	laugh	(Answer: D)
laugh	laugh	(Answer: S)

* Exercise 3. Which One is Different?

#1	#2	#3	
cup	cup	cuff	(Answer: 3)
pin	fin	fin	(Answer: 1)
laugh	lap	lap	(Answer: 1)
cuff	cup	cuff	(Answer: 2)
pill	fill	fill	(Answer: 1)
fill	pill	fill	(Answer: 2)
pill	pill	fill	(Answer: 3)
pin	pin	fin	(Answer: 3)
pin	fin	pin	(Answer: 2)

Exercise 4. Name the Sound

#1 - /p/ #2 - /f/

pin	(Answer: 1)
fill	(Answer: 2)

[Exercise continues on following page]

fin	(Answer: 2)
pill	(Answer: 1)
cup	(Answer: 1)
laugh	(Answer: 2)
lap	(Answer: 1)
powder	(Answer: 1)
prescription	(Answer: 1)
fever	(Answer: 2)
pharmacy	(Answer: 2)
syrup	(Answer: 1)

* Exercise 5. Minimal Sentence Drill (Lower levels ONLY)

How do you feel?	How do you feel?	(Answer: Same)
How do you peel?	How do you feel?	(Answer: Different)
How do you feel?	How do you peel?	(Answer: Different)
How do you feel?	How do you feel?	(Answer: Same)
How do you peel?	How do you peel?	(Answer: Same)

* Exercise 6. Repetition Drill

Directions: Starting with the initial sounds, model each word separately and have students repeat. Go down the columns before going across. Do the same for the final sounds.

	/p/	/f/
initial	pin	fin
	pill	fill
final	cup	cuff
	lap	laugh

* Exercise 7. Context Drill (Upper levels ONLY)

How do you feel?	(Answer: Very tired)
How do you peel?	(Answer: With a knife)

Exercise 8. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

/p/	/f/
pill	fill
powder	pharmacy
prescription	fever
aspirin	feet
shampoo	office
hospital	often
syrup	cough
soap	

Exercise 9. Listening Identification

Directions: Identify the word with the /f/ sound.

#1	#2	#3	
pill	powder	fever	(Answer: 3)
prescription	fill	powder	(Answer: 2)
aspirin	office	shampoo	(Answer: 2)
pharmacy	prescription	pill	(Answer: 1)
syrup	soap	cough	(Answer: 3)
cough	soap	shampoo	(Answer: 1)
aspirin	feet	hospital	(Answer: 2)
pill	fever	powder	(Answer: 2)

Exercise 10. Repetition Drill

Directions: Teacher models each word in Exercise 8, and students repeat. Go down the columns ONLY.

Exercise 11. Student-Generated Word List

Directions: Ask students to give you words they know which contain the /p/ sound; then do the same for the /f/ sound. Write them in two columns on the board. Make sure students know all the meanings, then do a repetition drill.

Exercise 12. Visual Identification Drill

Visuals of:
- pills
- pharmacy
- feet
- prescription
- hospital
- soap

Exercise 13. Phrase and Sentence Drills

(a) da da-da DA
How do you FEEL?

(b) da da - da-da - da-da DA da
I want to make an ap-POINT-ment.

(c) da da- da da - da DA
How man-y should I TAKE?

(d) da da - da DA - da
When should I TAKE it?

(Level 5+) (e) da- da-da - da - da- DA - da - da
Can I have this Pre-SCRIP-tion filled? (rising)

Exercise 14. Free Response Drill

Directions: Randomly ask students:

- How do you feel?
- May I help you?

so they can use some of the sentences in Exercise 13 in a meaningful context.

Lesson Twelve

Lesson Twelve

Notes

1) Consonant clusters (such as /tr-/ and /dr-/) do not exist in Vietnamese or Lao. Therefore, most of the students will have a problem with clusters, whether they occur initially or finally.

2) Students may tend to substitute /w/ for /r/ in these clusters. This will not cause misunderstanding, but it gives their pronunciation "babyish" overtones.

LESSON TWELVE

Follows Competency 12: Transportation

Focus: /tr-/ - /dr-/

* Exercise 1. Presentation of Minimal Sounds

Directions: Using visuals, teacher models each word several times. Students listen ONLY.

/tr-/	/dr-/
train	drain

* Exercise 2. Same-Different

train	drain	(Answer: Different)
train	train	(Answer: S)
drain	drain	(Answer: S)
drain	train	(Answer: D)
trip	drip	(Answer: D)
trip	trip	(Answer: S)
try	try	(Answer: S)
dry	try	(Answer: D)

* Exercise 3. Which One is Different?

#1	#2	#3	
train	drain	train	(Answer: 2)
drain	drain	train	(Answer: 3)
trip	trip	drip	(Answer: 3)
drip	trip	drip	(Answer: 2)
train	drain	drain	(Answer: 1)
try	dry	try	(Answer: 2)
dry	dry	try	(Answer: 3)
drain	drain	train	(Answer: 3)

Exercise 4. Name the Sound

#1 - /tr-/ #2 - /dr-/

train	(Answer: 1)
trip	(Answer: 1)
dry	(Answer: 2)
drip	(Answer: 2)
drain	(Answer: 2)
transfer	(Answer: 1)
drive	(Answer: 2)
tree	(Answer: 1)

* Exercise 5. Minimal Sentence Drill (Lower levels ONLY)

Don't drip on the rug.	Don't trip on the rug.	(Answer: D)
Don't trip on the rug.	Don't drip on the rug.	(Answer: D)
Don't trip on the rug.	Don't trip on the rug.	(Answer: S)
Don't trip on the rug.	Don't drip on the rug.	(Answer: D)

* Exercise 6. Repetition Drill

/tr-/	/dr-/
train	drain
trip	drip
try	dry

* Exercise 7. Context Drill (Upper levels ONLY)

Don't trip on the rug.	(Answer: Be careful!)
Don't drip on the rug.	(Answer: It will get wet.)

Exercise 8. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

/tr-/	/dr-/
train	drive
trip	drugstore
transfer	drink
tree	dress
	drop

Exercise 9. Listening Identification

Directions: Identify the word with the /tr-/ sound.

#1	#2	#3	
drive	trip	drink	(Answer: 2)
train	dress	drive	(Answer: 1)
transfer	drugstore	drop	(Answer: 1)
dress	drink	tree	(Answer: 3)
drive	train	dress	(Answer: 2)
drop	trip	drink	(Answer: 2)

Exercise 10. Repetition Drill

Directions: Teacher models each word in Exercise 8, and students repeat. Go down the columns ONLY.

Exercise 11. Student-Generated Word Lists

Directions: Ask students to give you words they know which begin with /tr-/, and then /dr-/. Write these words in two columns on the board. Make sure the students know all the meanings, then do a repetiton drill.

Exercise 12. Visual Identification Drill

Visuals of: train
tree
drugstore
transfer
dress

Exercise 13. Phrase and Sentence Drills

(a) da da - da da - da DA - da

I want a round-trip TICK-et.
" " " one-way " "

(b) da da - da DA

When does it LEAVE?

(c) da da - da da-DA

When does it ar-RIVE?
Where do I get OFF?
(w)
" does this train GO?
" " " bus GO?

Exercise 14. Free Response Drill

Directions: Randomly ask students:

- May I help you?

so they can use some of the sentences in Exercise 13 in a meaningful context.

Lesson Thirteen

Lesson Thirteen

Notes

1) The sounds /t/ and /d/ in final position were first presented in Lesson Four. These sounds are again the focus of a pronunciation lesson, except this time as part of a final consonant cluster. Consonant clusters do not exist in Vietnamese or Lao.

2) This lesson focuses on final consonant clusters which carry grammatical information: the regular past tense marker. This poses an additional problem for speakers of Lao, Vietnamese, and Khmer, since grammatical suffixes of this kind do not exist in those languages.

LESSON THIRTEEN

Follows competency 13: Employment

Focus: Consonant + /t/ Consonant + /d/ (final position)
[past tense]

Exercise 1. Presentation of Minimal Sounds

Directions: Teacher models each phrase as students listen ONLY. Teacher should explain the "grammar" rules for regular past tense simply, pointing out that the sound represented by the past tense ending "-ed" is sometimes /t/ and sometimes /d/, depending on the preceding consonant.

C + /t/	C + /d/
I work - I worked	I raise pigs - I raised pigs

Exercise 2. Same-Different

Directions: Have students indicate whether the final sound is the same or different.

worked	raised	(Answer: Different)
worked	cooked	(Answer: S)
raised	filed	(Answer: S)
raised	worked	(Answer: D)
typed	filed	(Answer: D)
cooked	filed	(Answer: D)
typed	cooked	(Answer: S)
cooked	talked	(Answer: S)

Exercise 3. Which One is Different?

#1	#2	#3	
cooked	raised	worked	(Answer: 2)
talked	typed	raised	(Answer: 3)
worked	cooked	filed	(Answer: 3)
typed	filed	raised	(Answer: 1)
cooked	cleaned	worked	(Answer: 2)
cleaned	typed	filed	(Answer: 2)

Exercise 4. Name the Sound

#1 - C + /t/ #2 - C + /d/

worked	(Answer: 1)
talked	(Answer: 1)
raised	(Answer: 2)
filed	(Answer: 2)

[Exercise continues on following page]

cleaned	(Answer: 2)
cooked	(Answer: 1)
typed	(Answer: 1)

Exercise 5. Repetition Drill

C + /t/	C + /d/
worked	raised
cooked	filed
typed	cleaned

Exercise 6. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

C + /t/	C + /d/
worked	raised
cooked	filed
typed	cleaned
furnished	learned
finished	called
divorced	moved
locked	

Exercise 7. Listening Identification

Directions: Identify the word that ends in C + /d/.

#1	#2	#3	
worked	cooked	raised	(Answer: 3)
filed	typed	cooked	(Answer: 1)
cleaned	finished	worked	(Answer: 1)
cooked	called	locked	(Answer: 2)
finished	moved	furnished	(Answer: 2)
locked	divorced	learned	(Answer: 3)

Exercise 8. Repetition Drill

Directions: Teacher models each word in Exercise 6, and students repeat. Go down the columns ONLY.

Exercise 9. Substitution Drill

Directions: Give students the cue and have them change the sentence accordingly. Ths is a regular grammar substitution drill. However, the teacher should pay close attention to the students' pronunciation.

Teacher:	He raised pigs.	Student: He raised pigs.
Teacher:	cooked	(Student: He cooked pigs.)
Teacher:	she	(Student: She cooked pigs.)

Teacher:	raised	(Student: She raised pigs.)
Teacher:	She typed letters.	(Student: She typed letters.)
Teacher:	filed	(Student: She filed letters.)
Teacher:	He	(Student: He filed letters.)
Teacher:	typed	(Student: He typed letters.)
Teacher:	English	(Student: He typed English.)
Teacher:	learned	(Student: He learned English.)
Teacher:	They	(Student: They learned English.)

Exercise 10. Card Game

Directions: Choose 5-6 words from each column in Exercise 6 and write each of them on a separate index card. Repeat until you have 3-4 sets of cards. Divide the students into 3-4 groups and have them divide the cards into two piles: words which end in /t/ and words which end in /d/. Correct together on the board.

Exercise 11. Visual Identification Drill

Visuals of:
typed
filed
cleaned
cooked
called

(Note: Since verbs are generally difficult to picture, you may wish to use the picture cards from English That Works or skip this drill entirely.)

Exercise 12. Phrase and Sentence Drills

(a) da da DA-da-da
What's the SA-la-ry?

(b) da - da da DA
What are the HOURS?

(c) da da - da da da-da DA
I want a job as a COOK.
" " " " " " MAID.

(d) da da - da da da-da DA- da- da
I want a job as a CAR-pen-ter.
" " " " " " JAN-i-tor.

(e) da da da DA
I can work NIGHTS.
" " " DAYS.

[Exercise continues on following page]

(f) da da da DA-da

I can work MORN-ings.
" " " WEEK-ends.

Exercise 13. Free Response Drill

Directions: Randomly ask individual students:

- When can you work?
- Can I help you?
- Do you have any questions?

so they can use some of the sentences in Exercise 12 in a meaningful context.

Lesson Fourteen

Lesson Fourteen

Notes

1) Vietnamese and Lao speakers will have particular difficulty with final consonants which occur after diphthongs. See Lesson Ten, Note 1.

LESSON FOURTEEN

Follows Competency 14: Housing

Focus: /ow/ + Ø /ow/ + Consonant (final position)

* Exercise 1. Presentation of Minimal Sounds

Directions: Using visuals teacher models each word several times. Students listen ONLY.

/ow/ + 0	/ow/ + Consonant
brow	brown

* Exercise 2. Same-Different

brow	brown	(Answer: Different)
brown	brown	(Answer: S)
brow	brow	(Answer: S)
brown	brow	(Answer: D)
house	house	(Answer: S)
how	how	(Answer: S)
how	house	(Answer: D)
house	how	(Answer: D)

* Exercise 3. Which One is Different?

#1	#2	#3	
brow	brown	brow	(Answer: 2)
how	how	house	(Answer: 3)
brow	brow	brown	(Answer: 3)
brow	brown	brown	(Answer: 1)
house	how	how	(Answer: 1)
how	house	how	(Answer: 2)

Exercise 4. Name the Sound

#1 - Ø ending	#2 - Consonant ending
brown	(Answer: 2)
house	(Answer: 2)
how	(Answer: 1)
brow	(Answer: 1)
now	(Answer: 1)
out	(Answer: 2)
town	(Answer: 2)
cow	(Answer: 1)

* Exercise 5. Repetition Drill

Directions: Model each word and have students repeat. Go down each column before going across.

/ow/ + Ø	/ow/ + C
brow	brown
how	house
allow	allowed

* Exercise 6. Context Drill (Upper levels ONLY)

He's not a Lao.	(Answer: He's Vietnamese.)
He's not allowed.	(Answer: He'll get in trouble.)

Exercise 7. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

/ow/ + Ø	/ow/ + C
now	house
how	brown
cow	town
shower	out
	about
	around
	allowed
	blouse

Exercise 8. Listening Identification

Directions: Identify the word with the consonant ending.

#1	#2	#3	
how	now	house	(Answer: 3)
now	town	cow	(Answer: 2)
cow	out	how	(Answer: 2)
town	how	now	(Answer: 1)
now	how	brown	(Answer: 3)
allowed	cow	now	(Answer: 1)
blouse	how	cow	(Answer: 1)
how	house	now	(Answer: 2)

Exercise 9. Repetition Drill

Directions: Teacher models each word in Exercise 7 and students repeat. Go down the columns ONLY.

Exercise 10. Visual Identification Drill

Visuals of: house
brown
cow
shower
town
blouse

Exercise 11. Phrase and Sentence Drills

(a) da DA da

My ROOF leaks.
" SINK "

(b) da DA- da da

My FAU-cet leaks.

(c) da DA- da da - da da

My FAU-cet does-n't work.
" TOI-let " " "

(d) da- da da da-da DA - da

May I speak to the LAND-lord? (rising)
" " " " " PLUM-ber? (rising)

(e) da- da DA- da

Can you FIX it? (rising)

(f) da da - da da-DA- da

Is there a de-POS-it? (rising)

Exercise 12. Free Response Drill

Directions: Randomly ask individual students:

- What's the problem?
- May I help you?

so they can use some of the sentences in Exercise 11 in a meaningful context.

Lesson Fifteen

Lesson Fifteen

Notes

1) Final consonant clusters are a consistent source of pronunciation problems for speakers of Vietnamese and Lao.

2) Clusters with final /s/ have been practiced previously in Lesson Eight.

3) Final /ks/ is often confused with final /k/.

LESSON FIFTEEN

Follows Competency 15: Clothing

Focus: /-k/ - /-ks/ (final position)

* Exercise 1. Presentation of Minimal Sounds

Directions: Using visuals, teacher models each word several times. Students listen ONLY.

/-k/	/-ks/
sick	six

* Exercise 2. Same-Different

sick	sick	(Answer: Same)
six	six	(Answer: S)
sick	six	(Answer: D)
socks	sock	(Answer: D)
six	sick	(Answer: D)
socks	socks	(Answer: S)
sock	sock	(Answer: S)
sock	socks	(Answer: D)

* Exercise 3. Which One is Different?

#1	#2	#3	
sick	sick	six	(Answer: 3)
six	sick	six	(Answer: 2)
sick	six	sick	(Answer: 2)
socks	sock	sock	(Answer: 1)
sock	socks	socks	(Answer: 1)
sock	socks	sock	(Answer: 2)
six	six	sick	(Answer: 3)
sock	socks	socks	(Answer: 1)

Exercise 4. Name the Sound

#1 - /-k/ #2 - /-ks/

six	(Answer: 2)
sock	(Answer: 1)
sick	(Answer: 1)
socks	(Answer: 2)
box	(Answer: 2)
fix	(Answer: 2)
check	(Answer: 1)
take	(Answer: 1)

* Exercise 5. Minimal Sentence Drill (Lower levels ONLY)

The boy is sick.	The boy is six.	(Answer: D)
The boy is sick.	The boy is sick.	(Answer: S)
The boy is six.	The boy is six.	(Answer: S)
The boy is six.	The boy is sick.	(Answer: D)
The boy is sick.	The boy is six.	(Answer: D)

* Exercise 6. Repetition Drill

/-k/	/-ks/
sick	six
sock	socks

* Exercise 7. Context Drill (Upper levels ONLY)

He's sick.	(Answer: How does he feel?)
He's six.	(Answer: How old is he?)

Exercise 8. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

/-k/	/-ks/
sick	six
back	socks
take	box
check	fix
pink	checks
make	sex
	---
	taxi
	sixty
	sixteen
	expensive

Exercise 9. Listening Identification

Directions: Identify the word which ends in /-ks/.

#1	#2	#3	
six	sick	check	(Answer: 1)
back	fix	take	(Answer: 2)
sock	box	back	(Answer: 2)
socks	make	sock	(Answer: 1)
check	sick	checks	(Answer: 3)
sick	sock	sex	(Answer: 3)

Exercise 10. Repetition Drill

Directions: Teacher models each word in Exercise 8, and students repeat. Go down the columns ONLY.

Exercise 11. Visual Identification Drill

Visuals of: 6
box
checks
socks
60
taxi

Exercise 12. Phrase and Sentence Drills

(a) da-DA - da da

de-PART-ment store

(b) da DA da-da

What SIZE is it?

(c) da DA

size SIX
" FIVE
" EIGHT

(d) da da DA

It's too BIG.
" " LONG.
" " TIGHT.
" " LOOSE.

(e) da da da-DA- da

It's too ex-PEN-sive.

(f) da- da da- da DA

Can I try it ON? (rising)

Exercise 13. Free Response Drill

Directions: Randomly ask students:

- What size is it?
- Do you like the (item of clothing)?

so they can use some of the sentences in Exercise 12 in a meaningful context.

Lesson Sixteen

Lesson Sixteen

Notes

1) The English sounds /š/ (like in shoe) and /č/ (like in chair) do not exist in most of the Southeast Asian languages. The sound /š/ has been practiced previously in Lesson Nine.

2) These sounds are presented and practiced in this lesson in both initial and final position, since students will have difficulty no matter where the sound occurs.

3) Lao and Khmer speakers tend to produce /ty/ instead of /č/. This is quite a close sound and will be easily understood. In fact, it can be used as a technique to get students to produce /č/. Have students say "meet you" (with liaison), beginning slowly and gradually increasing the speed (e.g. /miytyuw/, /miytyə/, /miyčə/).

LESSON SIXTEEN

Follows Competency 16: Banking

Focus: /š/ - /č/

* Exercise 1. Presentation of Minimal Sounds

Directions: Starting with initial sounds, teacher models each word several times using visuals if possible. Repeat for final sounds. Students listen ONLY.

	/š/	/č/
initial	shin	chin
final	wash	watch

* Exercise 2. Same-Different

shin	chin	(Answer: D)
chin	chin	(Answer: S)
shin	shin	(Answer: S)
chin	shin	(Answer: D)
cheap	sheep	(Answer: D)
sheep	sheep	(Answer: S)
wash	watch	(Answer: D)
wash	wash	(Answer: S)
watch	watch	(Answer: S)
watch	wash	(Answer: D)

* Exercise 3. Which One is Different?

#1	#2	#3	
wash	wash	watch	(Answer: 3)
shin	chin	chin	(Answer: 1)
match	mash	mash	(Answer: 1)
watch	wash	watch	(Answer: 2)
sheep	cheap	cheap	(Answer: 1)
cheap	sheep	cheap	(Answer: 2)
sheep	sheep	cheap	(Answer: 3)
shin	shin	chin	(Answer: 3)

Exercise 4. Name the Sound

#1 - /š/ #2 - /č/

chin	(Answer: 2)
shin	(Answer: 1)
sheep	(Answer: 1)
check	(Answer: 2)

[Exercise continues on following page]

show	(Answer: 1)
change	(Answer: 2)
watch	(Answer: 2)
wash	(Answer: 1)
cash	(Answer: 1)
much	(Answer: 2)
which	(Answer: 2)

* Exercise 5. Minimal Sentence Drill (Lower levels ONLY)

Wash the baby.	Wash the baby.	(Answer: Same)
Watch the baby.	Watch the baby.	(Answer: S)
Watch the baby.	Wash the baby.	(Answer: D)
Wash the baby.	Wash the baby.	(Answer: S)

* Exercise 6. Repetition Drill

Directions: Starting with the initial sounds, model each word separately and have students repeat. Go down the columns before going across. Do the same for final sounds.

	/š/	/č/
initial	shin	chin
	sheep	cheap
final	wash	watch
	mash	match

* Exercise 7. Context Drill (Upper levels ONLY)

Wash the baby.	(Answer: He needs a bath.)
Watch the baby.	(Answer: I'm going out.)

Exercise 8. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

/š/	/č/
show	check
shoe	checking
shift	change
should	Chinese
identification	question
qualification	attention
station	much
cash	which
wish	watch
fish	

Exercise 9. Listening Identification

Directions: Identify the word with the /č/ sound.

#1	#2	#3	
show	change	shoe	(Answer: 2)
should	shift	check	(Answer: 3)
shoe	should	checking	(Answer: 3)
identification	attention	qualification	(Answer: 2)
question	station	identification	(Answer: 1)
which	wish	cash	(Answer: 1)
fish	wish	watch	(Answer: 3)

Exercise 10. Repetition Drill

Directions: Teacher models each word in Exercise 8, and students repeat. Go down the columns ONLY.

Exercise 11. Card Game

Directions: Choose 5-6 words from each column in Exercise 8 (Note: Choose some words with -tion endings). Write each of them on separate index cards. Repeat until you have 3-4 sets. Divide the students into 3-4 groups and have them divide the set of cards into the two sound groups: /š/ and /č/. Correct together on the board.

Exercise 12. Student-Generated Word List

Directions: Ask students to give you words they know which end with the /š/ sound; then do the same for words which end in the /č/ sound. Write them in two separate columns on the board. Make sure they all know the meanings, then do a repetition drill.

Exercise 13. Visual Identification Drill

Visuals of:
check
shoe
cash
change
identification card
fish
question mark

Exercise 14. Phrase and Sentence Drills

(a) da da da da - da DA

I'd like to cash a CHECK.

[Exercise continues on following page]

(b) da da da-da DA

Which way is the BANK?
" " " " CHURCH?

(c) da da da-da DA-da

Which way is the STA-tion?

(d) da da DA - da

Here's my BANK-book.
" " PAY-check.

(e) da-da- da-da-DA-da

i- den-ti-fi-CA-tion

Exercise 15. Free Response Drill

Directions: Randomly ask students:

- May I help you?

so they can use some of the sentences in Exercise 14 in a meaningful context.

Lesson Seventeen

Lesson Seventeen

Notes

1) The sound /č/ has been practiced in the preceding lesson. In this lesson it is re-introduced and contrasted with /ǰ/ (like in juice).

2) The sound /ǰ/ does not exist in Vietnamese, Lao, or Khmer; it is often confused with /č/, /ž/ (like in pleasure) or /z/.

3) A technique for getting students to produce /ǰ/ is by starting with /dy/, a relatively close sound. Have students say "did you" (with liaison), beginning slowly and gradually increasing the speed.

LESSON SEVENTEEN

Follows Competency 17: Food

Focus: /ʧ/ - /ʤ/

* Exercise 1. Presentation of Minimal Sounds

Directions: Starting with initial sounds, teacher models each word several times using visuals if possible. Repeat for final sounds. Students listen ONLY.

	/ʧ/	/ʤ/
initial	cheap	jeep
final	match	Madge

* Exercise 2. Same-Different

cheap	cheap	(Answer: Same)
cheap	jeep	(Answer: D)
jeep	cheap	(Answer: D)
jeep	jeep	(Answer: S)
Jerry	Jerry	(Answer: S)
Jerry	Cherry	(Answer: D)
match	Madge	(Answer: D)
Madge	match	(Answer: D)
match	match	(Answer: S)
Madge	Madge	(Answer: S)

* Exercise 3. Which One is Different?

#1	#2	#3	
cheap	cheap	jeep	(Answer: 3)
jeep	cheap	jeep	(Answer: 2)
Cherry	Jerry	Cherry	(Answer: 2)
Jerry	Jerry	Cherry	(Answer: 3)
Madge	Madge	match	(Answer: 3)
Madge	match	match	(Answer: 1)
match	Madge	Madge	(Answer: 1)
Madge	match	Madge	(Answer: 2)

Exercise 4. Name the Sound

#1 - /ʧ/ #2 - /ʤ/

cheap	(Answer: 1)
jeep	(Answer: 2)
Jerry	(Answer: 2)
juice	(Answer: 2)

[Exercise continues on following page]

chop	(Answer: 1)
chew	(Answer: 1)
match	(Answer: 1)
Madge	(Answer: 2)
lunch	(Answer: 1)
starch	(Answer: 1)
orange	(Answer: 2)

* Exercise 5. Minimal Sentence Drill (Lower levels ONLY)

Where's Cherry?	Where's Jerry?	(Answer: Different)
Where's Jerry?	Where's Jerry?	(Answer: S)
Where's Cherry?	Where's Cherry?	(Answer: S)
Where's Jerry?	Where's Cherry?	(Answer: D)
Where's Jerry?	Where's Jerry?	(Answer: S)

* Exercise 6. Repetition Drill

Directions: Starting with the initial sounds, model each word separately and have students repeat. Go down the columns before going across. Do the same for final sounds.

	/ʧ/	/ʤ/
initial	cheap	jeep
	Cherry	Jerry
final	match	Madge
	lunch	lunge

* Exercise 7. Context Drill (Upper levels ONLY)

Where's Cherry?	(Answer: She's at school.)
Where's Jerry?	(Answer: He's at work.)

Exercise 8. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

/ʧ/	/ʤ/
chop	juice
chill	just
chew	ginger
choose	job
chips	orange
cheese	injury
check	emergency
lunch	
brunch	
starch	

Exercise 9. Listening Identification

Directions: Identify the word with the /ǰ/ sound.

#1	#2	#3	
chop	chew	juice	(Answer: 3)
chill	just	chips	(Answer: 2)
choose	ginger	cheese	(Answer: 2)
check	chop	job	(Answer: 3)
orange	lunch	brunch	(Answer: 1)
injury	starch	lunch	(Answer: 1)
brunch	lunch	emergency	(Answer: 3)
check	juice	chill	(Answer: 2)

Exercise 10. Repetition Drill

Directions: Teacher models each word in Exercise 8, and students repeat. Go down the columns ONLY.

Exercise 11. Student-Generated Word List

Directions: Ask students to give you words that they know which contain the /č/ sound; then do the same for the /ǰ/ sound. List these words in two columns on the board. Make sure the students know all the meanings, and then do a repetition drill.

Exercise 12. Visual Identification Drill

Visuals of:
- cheese
- chips
- check
- juice
- orange
- ginger

Exercise 13. Phrase and Sentence Drills

(a) DA da

CHECK, please.

(b) da da da - da DA

Would you like a DRINK? (rising)
" " " " COKE?
" " " some JUICE?

(c) da da-da da DA

How a- bout some JUICE?
" " " " LUNCH?
" " " " CHEESE?
" " " " TEA?

[Exercise continues on following page]

(d) da da-da da DA- da

How a- bout some ICE cream?
" " " " COF-fee?
" " " " CHICK-en?

Exercise 14. Free Response Drill

Directions: Randomly ask individual students to offer you (or each other) something to eat or drink so they can use some of the sentences in Exercise 13 in a meaningful context.

Lesson Eighteen

Lesson Eighteen

Notes

1) Vietnamese and Lao speakers will have particular difficulty with final consonants which occur after diphthongs. See Lesson Ten, Note 1.

LESSON EIGHTEEN

Follows Competency 18: Employment

Focus: /ey/ + Ø - /ey/ + Consonant (final position)

* Exercise 1. Presentation of Minimal Sounds

Directions: Using visuals, teacher models each word several times. Students listen ONLY.

/ey/ + Ø	/ey/ + C
grey	grape

* Exercise 2. Same-Different

grey	grape	(Answer: D)
grape	grape	(Answer: S)
grey	grey	(Answer: S)
grape	grey	(Answer: D)
same	same	(Answer: S)
say	say	(Answer: S)
say	same	(Answer: D)
same	say	(Answer: D)

* Exercise 3. Which One is Different?

#1	#2	#3	
grey	grape	grey	(Answer: 2)
say	say	same	(Answer: 3)
grey	grey	grape	(Answer: 3)
grey	grape	grape	(Answer: 1)
same	say	say	(Answer: 1)
say	same	say	(Answer: 2)
same	same	say	(Answer: 3)
same	say	same	(Answer: 2)

Exercise 4. Name the Sound

#1 - Ø ending	#2 - C ending
grape	(Answer: 2)
same	(Answer: 2)
say	(Answer: 1)
grey	(Answer: 1)
pay	(Answer: 1)
name	(Answer: 2)
late	(Answer: 2)
place	(Answer: 2)

* Exercise 5. Repetition Drill

Directions: Model each word and have students repeat. Go down each column before going across.

/ey/ + Ø	/ey/ + C
grey	grape
say	same
play	place

Exercise 6. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

/ey/ + Ø	/ey/ + C
say	late
pay	name
way	wait
play	gate
grey	place
	great
	take
	mail

Exercise 7. Listening Identification

Directions: Identify the word with the consonant ending.

#1	#2	#3	
way	say	wait	(Answer: 3)
pay	name	way	(Answer: 2)
say	late	pay	(Answer: 2)
place	pay	play	(Answer: 1)
grey	play	gate	(Answer: 3)
great	way	grey	(Answer: 1)
take	play	way	(Answer: 1)
say	name	pay	(Answer: 2)

Exercise 8. Repetition Drill

Directions: Teacher models each word in Exercise 6, and students repeat. Go down the columns ONLY.

Exercise 9. Visual Identification Drill

Visuals of:
name
grey
mail
gate
pay

Exercise 10. Phrase and Sentence Drills

(a) da da - da DA

I like to COOK.
" " " SEW.

(b) da da - da da DA

I like to play CARDS.
" " " " BALL.

(c) da da - da da DA

I like to watch T.V.

(d) da - da da da DA

I'll be in next WEEK.

(e) da - da da da DA- da

I'll be in on MON-day.
" " " " TUES-day.
" " " " WEDNES-day.

(f) da da-da da-da da-da DA-da

I'm go-ing to go to the MO-vies.
" " " " " " " PIC-nic.

Exercise 11. Free Response Drill

Directions: Randomly ask students:

- What do you like to do?
- Where are you going this weekend?

so they can use some of the sentences in Exercise 10 in a meaningful context.

Lesson Nineteen

Lesson Nineteen

Notes

1) Final /s/ was first presented and practiced in Lesson One; consonant clusters ending in /t/ were presented and praciced in Lesson Thirteen. This lesson re-introduces the two sounds and contrasts final /s/ with final /st/.

2) Final /s/ is often confused with final /st/.

LESSON NINETEEN

Follows Competency 19: Transit

Focus: /-s/ - /-st/ (final position)

* Exercise 1. Presentation of Minimal Sounds

Directions: Using visuals if possible, teacher models each word several times. Students listen ONLY.

/-s/	/-st/
kiss	kissed

* Exercise 2. Same-Different

kiss	kiss	(Answer: Same)
kiss	kissed	(Answer: D)
kissed	kiss	(Answer: D)
kissed	kissed	(Answer: S)
past	past	(Answer: S)
pass	pass	(Answer: S)
past	pass	(Answer: D)
pass	past	(Answer: D)

* Exercise 3. Which One is Different?

#1	#2	#3	
kiss	kiss	kissed	(Answer: 3)
kiss	kissed	kiss	(Answer: 2)
kissed	kiss	kissed	(Answer: 2)
past	pass	pass	(Answer: 1)
past	past	pass	(Answer: 3)
kiss	kiss	kissed	(Answer: 3)
pass	past	past	(Answer: 1)
pass	past	pass	(Answer: 2)

Exercise 4. Name the Sound

#1 - /s/ #2 - /st/

past	(Answer: 2)
kissed	(Answer: 2)
kiss	(Answer: 1)
pass	(Answer: 1)
miss	(Answer: 1)
boss	(Answer: 1)
last	(Answer: 2)
rest	(Answer: 2)
less	(Answer: 1)
lost	(Answer: 2)

* Exercise 5. Minimal Sentence Drill (Lower levels ONLY)

They kiss the baby.	They kissed the baby.	(Answer: Different)
They kissed the baby.	They kiss the baby.	(Answer: Different)
They kissed the baby.	They kissed the baby.	(Answer: Same)
They kiss the baby.	They kissed the baby.	(Answer: Different)

* Exercise 6. Repetition Drill

Directions: Model each word and have students repeat. Go down the columns before going across.

/-s/	/-st/
kiss	kissed
pass	past
worse	worst

* Exercise 7. Context Drill (Upper levels ONLY)

They kiss the baby. (Answer: All the time.)
They kissed the baby. (Answer: But not any more.)

Exercise 8. Presentation of Competency Words

Directions: Teacher models each word as students listen ONLY.

/-s/	/-st/
less	first
miss	last
pass	next
boss	missed
slice	rest
glass	lost
	fast

Exercise 9. Listening Identification

Directions: Identify the word with the /-st/ ending.

#1	#2	#3	
boss	less	last	(Answer: 3)
miss	glass	missed	(Answer: 3)
slice	lost	less	(Answer: 2)
first	glass	slice	(Answer: 1)
next	boss	pass	(Answer: 1)
glass	pass	rest	(Answer: 3)
last	less	glass	(Answer: 1)
miss	fast	slice	(Answer: 2)

Exercise 10. Repetition Drill

Directions: Teacher models each word in Exercise 8, and students repeat. Go down the columns ONLY.

Exercise 11. Visual Identification Drill

Visuals of:
glass
boss
first (name)
last (name)
fast

Exercise 12. Phrase and Sentence Drills

(a) DA- da-da da

TEL-e- phone call

(b) da da - da da - da DA- da-da da

I want to make a TEL-e- phone call.

(c) da da - da da - da da - DA

My spon-sor's name is John DOE.
" " " " " Bill SMITH.

(d) da da - da DA- da

He lives in BOS-ton.
" " " DAL-las.
" " " HOUS-ton.
" " " PORT-land.

Exercise 13. Free Response Drill

Directions: Randomly ask students:

- May I help you?
- Where does your sponsor live?

so they can use some of the sentences in Exercise 12 in a meaningful context.